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ABSTRACT

The last three sections of a videotape series intended for an on-going training program for administrators, assistant teachers and teachers participating in the Mississippi Reading Improvement Program are described in this manual. It begins with information concerning the presentation of videotape segments and contains sections on three segments: administrative leadership, instructional techniques and teaching activities, and individualized instruction. Each section deals with the preparation for the segment, the concepts to be developed, the script synopsis for the videotape, preview and follow-up questions, an introduction to handouts on the subject, handouts, and follow-up activities. Appendixes contain resource materials for constructing learning centers and for cooking activities, information on instructional television utilization services, a list of resource books for developing instructional activities, and patterns for folder games. (EL)

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# MISSISSIPPI READING IMPROVEMENT PROGRAM
# TEACHER/ASSISTANT TEACHER
# RESOURCE MANUAL FOR VIDEOTAPE SERIES
# SEGMENTS FOUR - SIX

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ACKNOWLEDGEMENTS

State Department Staff

Ralph Brewer, Director, Division of Instruction

Alan W. Evans, Assistant Director, Division of Instruction

Cathy Grace, Early Childhood Coordinator, Division of Instruction

Kay Keller, Word Processor, Division of Instruction

Written by

Carolyn Reeves, Associate Professor, University of Southern Mississippi

Monnie Ferguson, Educational Coordinator, Northeast Mississippi Daily Journal

Judy Kirk, Director, Union County Child Development Center

State Advisory Committee

George Brumfield, Superintendent, Brookhaven Municpal Separate School District - Chairman

Judy Borden, Elementary School Principal, Amory Municipal Separate School District

William L. Crews, Northeast Mississippi Daily Journal, Tupelo

Herb Handley, Professor, Mississippi State University

Peggy Jacobus, Curriculum Supervisor, Petal Municpal Separate School District

Inder M. Mitchell, Curriculum Supervisor, Jefferson County Schools

Mark Richmond, Professor, University of Southern Mississippi

Barbara Singleton, Supervisor, Jackson County School District

Jan Waggoner, Curriculum Supervisor, Winona Municipal Separate School District

John Williams, Superintendent, Madison County School District

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## PURPOSE

The purpose of this manual is to assist school districts in conducting in-service training for Teachers, Assistant Teachers and Administrators in the implementation of the Teacher/Assistant Teacher Program. The inservice topics included in this manual are the second in a series of subjects upon which information will be developed and disseminated in order to improve instructional techniques and strengthen the teaching team.

This manual is designed with sectional dividers and three-ring-notebook holes so that a notebook for use with this program may be compiled, if so desired. The suggestion is, as additional materials are received, that they be placed in the appropriate section of the notebook for future reference.

The Teacher/Assistant Teacher Program is, in fact, a basic skills emphasis program. Teachers, Assistant Teachers and Administrators should be reminded of this fact so that instructional activities conducted by them reflect the basic skills areas. The topics presented in this manual: Administrative Leadership, Instructional Techniques and Teaching Activities, and Individualized Instruction will provide a foundation upon which instructional areas can be developed and expanded to meet the specific needs of the local school district.

## PRESENTATION OF VIDEOTAPE SEGMENTS

This videotape series is intended to be shown as part of the on-going training program for administrators, assistant teachers and classroom teachers participating in the Teacher/Assistant Teacher Program. When used with a group, the presentor should preview the materials, introduce the program, lead the discussion, prepare needed handouts, and assign follow-up activities. No training should be considered complete until the participants have had the opportunity to participate in at least one follow-up activity and share any results and reactions with either the training group or with collegues.

Each videotaped sequence runs approximately five-seven minutes in length. The programs should be presented one at a time in fifty-sixty minute sessions over several weeks time. This will allow about forty minutes for discussion and reviewing of desired portions at each in-service session.

A typical training session might be organized as follows:

1. Introduce the concepts to be discussed and demonstrated in the program. (10 - 15 minutes)

   Each program script will identify the concepts to be developed in that viewing session. Appropriate handout information presented in this manual as well as several previewing questions may be utilized to establish a mental set or readiness for each training period.

2. View the videotape. (10 minutes)

3. Re-examine the preview questions and discuss the follow-up questions. (20 minutes)

   When appropriate, portions of the videotape should be replayed to verify a point-of-view, illustrate an important point, or re-examine how teachers and assistants performed a particular task.

   Remember, the value of the videotape program is that it is concise and it is permanent. Use both of these features to your advantage when presenting each session.

4. Plan for follow-up activity. (15 minutes)

   Participants should work together to select at least one of the follow-up activities to try when they have completed viewing the videotape. Questions that will need to be addressed by the inservice leader in advance of the activities are:

a. What will be the responsibility of each person in the completion of this activity?

b. Will any materials need to be made?

c. How will the participants know if they have successfully completed their activity?

d. How and to whom will results of each activity be reported?

When introducing the tapes it is important to make the following points:

* Each program is a demonstration of a concept which can be adapted for many different instructional purposes in a variety of instructional settings.

* Each program is intended to illustrate an idea and to motivate discussion. The program is not intended to portray the only way of implementing each idea in the classroom.

* Each viewer should remember that children vary. Your children may or may not react like those in the film.

For viewing the series of videotapes a one-half inch VHS projector and a TV monitor are needed. Should school districts need a 3/4 inch or neumatic tape it may be ordered at slightly higher cost.

To promote the optimum participation it is suggested that the inservice session be conducted on a day other than Monday or Friday. A suggested time of 8:00 a.m. or 9:00 a.m. should be given consideration in conducting the training rather than afternoon sessions due to participant fatigue.

# SECTION IV

# ADMINISTRATIVE LEADERSHIP VIDEOTAPE SEGMENT

## PREPARING TO CONDUCT INSERVICE TRAINING FOR THE ADMINISTRATIVE LEADERSHIP VIDEO SEGMENT

The following information will assist persons in presenting the videotape segment on administrative leadership. The intent of the State Department of Education is to provide resource material which would enable a school or school district to provide a thirty to forty minute inservice program on this topic. Enclosed you will find several handouts which may be duplicated for dissemination as well as preview questions, follow-up questions and follow-up activities for the inservice session.

Before beginning the session the inservice leader should review the information on concepts to be presented and preview the tape. To best utilize the tape participants should view it once and then the session leader should highlight the points he/she feels are pertinent to the situation by re-examining certain portions of the tape with those in attendance.

After the training session on Administrative Leadership is completed with administrators, assistant teachers and teachers would benefit from viewing the videotape. The videotape will assist them in understanding the role of administrators in the program.

## CONCEPTS TO BE DEVELOPED

The roles of Principal are as follows:

* Observing a team in the classroom
* Identifying program strengths and weaknesses
* Planning and assisting in the implementation of the program (ex. The principal comes to the teachers and talks of the importance of leadership. He discusses how to convey information received by them to the assistant teacher.)
* Assisting in the assessment of pupils and of the instructional team
* Supporting the assistant teacher/teacher team
* Promoting the program within the community

SCRIPT SYNOPSIS FOR VIDEOTAPE
Administrative Leadership

Another important aspect of the Assistant Teacher Program is that of administrative leadership. Just as pupil time-on-task and team planning effect the learning process of pupils, so does administrative leadership effect the delivery of instruction by teachers as well as the instructional program for pupils. As the administrative leader of a given school, the principal and/or assistant principal performs a variety of roles.

Among the roles which can be performed by the principal and/or the assistant principal in order to ensure administrative support for the Assistant Teacher Program are:

(1) observation
(2) identification
(3) program supervision, and
(4) assessment.

As administrative leader of the school, the principal and/or assistant principal can arrange to visit the classrooms in which assistant teachers are working to observe the teacher and assistant teacher as an instructional team (show this). While in the classroom the principal and/or assistant principal will have the opportunity to identify the areas in which the instructional team seems to be functioning without difficulty and the areas where there is room for improvement. Following the classroom visit, the principal and/or assistant principal can arrange a time to meet with the instructional team to discuss his/her observation visit (show this).

In their role as program supervisor, the principal and/or assistant principal have the opportunity to help teachers become "instructional leaders" within the classroom (show examples of this occurring). One way the principal and/or assistant principal can help teachers assume the leadership role within their classrooms is to give only to the teachers information about new programs or procedures which are to be implemented in their classrooms,

with the instruction that they will be responsible for communicating these ideas to their respective assistant teachers (show this). The principal and/or assistant principal may wish, also, to discuss with the teachers the importance of their becoming instructional leaders within the classroom and ways by which this can be accomplished (show this).

Assessment as an aspect of administrative leadership is very important to the success of the Assistant Teacher Program. Not only will the principal and/or assistant principal be concerned with assessment of the total Assistant Teacher Program, as well as the effectiveness of the teaching teams which compose the program, but he/she may wish to assess pupil progress within the program. For example, one principal has chosen to personally test each first-grade child as he/she is ready for the various reading skill tests (show this). The important thing, here, is that the principal and/or assistant principal is able to obtain an idea of how the first-graders are doing, while at the same time learning the names of each first-grade pupil (perhaps show comments by the principal himself).

In conclusion, the strength of any educational program can be determined by the strength of the administrative leadership under which it is placed. The Assistant Teacher Program can flourish with strong, administrative leadership.

## PREVIEW QUESTIONS

1. What types of leadership skills are needed to effectively manage the assistant teacher program? Do these skills differ from those required to manage other programs housed in your school?

## FOLLOW-UP QUESTIONS

1. After viewing the videotape how many behaviors shown are consistent with your philosophy concerning school management?

2. Of the four areas mentioned; observation, identification, program supervision, and assessment which one(s) do you consider your strong areas and which one(s) are weak? In identifying weakness areas, how would you propose to strengthen them?

This handout is designed to be used in conjunction with the videotape on Administrative Leadership in conducting inservice training with administrators and teacher/assistant teacher teams.

## INTRODUCTION TO ADMINISTRATIVE LEADERSHIP HANDOUT

In some cases inservice for teachers and assistant teachers is being conducted by administrators - primarily the principal. Since it may be impossible to conduct an inservice session for yourself, view and reflect upon the videotape segment on administrative leadership as an opportunity for self-evaluation and examination. The material found in this manual on the subject is for your consideration and thought.

The questions raised and statements made regarding this program relate to other programs within the realm of educational leadership with which administrators must daily contend. These thoughts require self-questioning and assessment that, when complete, may promote changes in leadership styles, or will reinforce techniques already practiced in the daily operation of the school and its educational programs.

This handout is designed to be used in conjunction with the videotape on Administrative Leadership in conducting inservice training with administrators and teacher/assistant teacher teams.

## ADMINISTRATIVE LEADERSHIP HANDOUT

As the principal goes, so goes the school. Good schools have good principals. A principal is never neutral; he either makes a school program better or he makes it worse.

Because the principal is the key figure in the school and responsible for overall administration, she/he is crucial to the success of the assistant teacher program. The principal sets the tone of the school. She/He can make the assistant teachers feel welcome and a part of the staff. Her/His attitude is sensed and reflected by teachers and office staff. Friendly attitudes can be embodied in little things that mean a great deal to assistant teachers - - a place to sign in at the office, a mailbox, a desk in the classroom, invitations to appropriate staff meetings and workshops, and a voice in the ongoing business of the school or classroom.

Listed below are specific responsibilities unique to the principal in the program operation. The degree of success is directly related to the effectiveness of the principal in performing his/her job.

The principal can allow teachers and assistant teachers to develop unique, original ways to work with each other. The principal must view assistant teachers not only as helpers with clerical and custodial chores but also as partners in the professional instructional program in the school. If the principal sees the assistant teacher as a source of help in flexible scheduling, grouping children by need or interest, developing interest centers in the classroom, and ultimately in assisting with classroom instruction itself, the teachers will also.

The principal should attend planning meetings on a fairly regular basis. Her/his attendance should not be so frequent that the team develops a dependency upon him, but frequently enough so that problems can be caught in the early stages.

The principal supervises and evaluates all staff. The principal secures appropriate instructional materials or equipment upon request and uses specialized teachers and consultants, if necessary, to facilitate effective team operation. At the same time she/he should realize that the classroom teacher is developing a new role and in this time of change is dependent on the principal for moral, emotional, administrative, and intellectual support. On-going evalution of the team on an individual basis is necessary to compile information for the yearly report developed by each school district. This report will be developed and submitted to the State Department of Education at the conclusion of the school year.

The principal must coordinate the staff development program. An effective assistant teacher program demands an ongoing program of self improvement. The principal is the one who works to foster positive relations between teachers and assistant teachers and between these units and special building personnel.

The principal is the chief communicator in the school. The responsibility to establish communication channels within the school is that of the principal. Sending clear, concise messages and evaluating how successful his/her communications efforts are must be an ongoing process.

The vast reponsibilities cited only emphasize that the principal, more than anyone else in the school, has the responsiblity for ensuring the success of the assistant teacher program.

This handout is designed to be used in conjunction with the videotape on Administrative Leadership in conducting inservice training with administrators and teacher/assistant teacher teams.

## ADMINISTRATOR'S SELF-EVALUATION CHECKLIST

The following checklist is designed for principals as an instrument for identification of areas of weakness and strength in administrative behaviors. The checklist is intended to raise the awareness level of administrators and is not designed to access or evaluate.

Circle the response that is most appropriate.

### OBSERVATIONAL AND IDENTIFICATION SKILLS

1. Teacher and Assistant are observed routinely. yes no
   If yes, routinely is defined as (a) once a semester, (b) more often, or (c) less often.

2. When observing do you have a predetermined set of criteria to assist you?
   yes no

3. Are you confident that your educational background has prepared you to make judgements relating to teaching techniques of lower elementary teachers?
   yes no

4. In observing do you use a checklist for recording? yes no

5. In observing do you write down phrases to remind yourself of what was observed? yes no

6. In observing do you watch and write down nothing? yes no

7. Do you observe each classroom for a period of one hour during instructional periods, varying the time of observation? yes no
If no, do you observe for a period of (a) more time, or (b) less time?

## CONFERENCING TECHNIQUES

8. Do you organize your conference topics previous to meeting with the team? yes no

9. Do you communicate with the faculty through memos or other written means? yes no

10. In reporting your observations to the team, do you begin with a positive statement? yes no

11. Do you encourage suggestions or comments from teachers relating to information and/or decisions conveyed to them by you or your office? yes no

12. Do you clearly establish communication channels for teachers and/or staff to follow when making formal or informal requests or complaints? yes no

## ADMINISTRATIVE LEADERSHIP
## FOLLOW-UP ACTIVITIES

1. Request the teachers and assistant teacher group together and list some ways in which the principal can be of help to them. Assist administrators in determining if any of the requests can be incorporated into existing practices.

2. After completing the self evaluation checklist, review the responses and study items that need improvement (based on your personal evaluation). Plot a chart that encourages self improvement using those items as a guide during the remainder of the school year. Re-evaluate yourself at the conclusion of school to access your personal progress.

## SECTION V

## INSTRUCTIONAL TECHNIQUES AND TEACHING ACTIVITIES VIDEOTAPE SEGMENT

## PREPARING TO CONDUCT INSERVICE TRAINING FOR THE INSTRUCTIONAL TECHNIQUES AND TEACHING ACTIVITIES VIDEO SEGMENT

The following information will assist persons in presenting the videotape segment on Instructional Techniques and Teaching Activities. The intent of the State Department of Education is to provide resource material which would enable a school or school district to provide a fifty to sixty minute inservice program on this topic. Enclosed you will find several handouts which may be duplicated for dissemination as well as preview questions. follow-up questions and follow-up activites for the inservice session and for classroom use.

Information found in the appendices of this manual would be helpful in conducting inservice on this topic. In preparing for this session review appendices A-D in addition to handout material provided. Any information found to be useful for teachers and/or assistants in the appendices may be duplicated for use in the inservice session.

Before beginning the session the inservice leader should review the information on concepts to be presented and preview the tape. To best utilize the tape, participants should view it once and then the session leader should highlight the points he/she feels are pertinent to the situation by re-examing certain portions of the tape with those in attendance.

## CONCEPTS TO BE DEVELOPED

The concepts developed in the session on Instructional Techniques and Teaching Activities are:

* For the assistant teacher to effectively contribute to instruction in the classroom she/he should be actively involved in the planning process.

* In order to utilize the assistant teacher as an instructional partner in the classroom, the teacher must provide guidance in establishing basic instructional techniques which will be used by the assistant.

* The assistant teacher's instructional function will be defined by the initiative and imagination of the teacher.

* New activities and instructional techniques may be used in the classroom since the delivery of information is a shared responsibility between teacher and assistant teacher.

* Activities developed by the assistant teacher must have the approval of the teacher.

* Assistant teachers should be utilized in developing a variety of activities for use in learning centers as well as in small group settings.

SCRIPT SYNOPSIS FOR VIDEOTAPE
INSTRUCTIONAL TECHNIQUES AND TEACHING ACTIVITIES

With effective administrative leadership and teacher leadership, role development of the assistant teacher can be realized. The first aspect of role development to be assumed by the assistant teacher is that of team member. As a team member, the assistant teacher should be actively involved in the team-planning process (show this). The assistant teacher offers suggestions in some cases and follows directions in other cases.

In order to utilize the assistant teacher as an instructional partner in the classroom, the teacher must provide initial exposure to basic instructional techniques which will be used by the assistant. This may be accomplished by the assistant teacher's observation of classroom instruction as directed by the teacher, viewing of videotapes demonstrating instructional teachniques, and study of available resource materials. These activities will provide the assistant teacher with confidence and a better understanding of the various instructional methods used in the classroom. The assistant teacher's instructional functions will be defined by the initiative and imagination of the teacher. For example, the teacher may instruct a group of children while the assistant utilizes educational programming on television with another group in the classroom (show this). In this situation both instructors were involved with a small group of children utilizing different materials and resources in the classroom.

Activites such as cooking in the classroom provide opportunities for the internalization of basic skills concepts. These types of activities are possible since the presence of both the teacher and the assistant permit more supervised small group activities in the classroom (show this). Math and science concepts, as well as reading skills, are developed in preparing a snack or particular food dish for the class to enjoy. Also, studies of other cultures and countries are often more meaningful if children can relate to a universal meduim, such as food, while learning multicultural concepts.

A second aspect of role development for the assistant teacher is the development of self-initiative with the supervision from the teacher. For example, as time goes by, the assistant teacher should feel free to use his/her own initiative in planning instructional activities designed to complement the content areas of instruction, of course all instructional activities should be approved by the teacher prior to implementation (show this). Teachers' Manuals and other resource material should be utilized in the planning of these activities in order for the content to flow naturally and consistently.

A major part of the role of self-initiative involves the creation and development of instructional materials; assistant teachers can assume this aspect of self-initiative quite well. The assistant teacher can develop materials for use in learning centers (show this), prepare cassette tapes for use in instructional activities (show this), and create a variety of teacher-made materials for use in all the content areas (show this). Again, the creation and development of teaching material by the assistant teacher should be done with the approval of, and in conjunction with the teacher. Planning periods, and/or inservice sessions may be devoted to the development of learning activites for instructional use which will : (1) reinforce concepts recently introduced (show this), (2) provide drill for students still conceptualizing the information (show this), and/or (3) challenge students who have mastered basic subject content (show this).

The instructional techniques and activities which previously were utilized by a classroom teacher in the classroom now take on a new and added dimension as assistant teachers grow into their role as partners in classroom instruction.

## PREVIEW QUESTIONS

1. List ways in which the assistant teacher's presence in the classroom has altered and/or changed the instructional style of the classroom teacher.

2. Discuss this statement: The assistant teacher's instructional functions will be defined by the initiative and imagination of the teacher.

## FOLLOW-UP QUESTIONS

1. By what means of communication would assistant teachers best learn instructional techniques?

2. How often do instructional plans deviate from teacher's manuals or guides? Is it possible to meet instructional management objectives through alternative instructional techniques and activities on occasion? List reasons why teachers should occasionally deviate from their manuals in planning activities to meet objectives. List reasons why they should not.

This handout is designed to be used in conjunction with the videotape on Instructional Techniques and Teaching Activities in conducting inservice training with administrators and teacher/assistant teacher teams.

## INTRODUCTION TO INSTRUCTIONAL TECHNIQUES AND TEACHING ACTIVITES HANDOUT

In developing a repetoire of instructional techniques, teachers should constantly be evaluating and expanding their "bag of teaching tricks." Several current instructional trends are briefly described. While some may seem impractical in a particular existing situation, others may be possible with slight adjustment and acceptance on the part of the teacher and assistant. They are listed for information and possible consideration by teachers wishing to grow and develop professionally.

### Learning Centers

The learning center has evolved as an attempt to individualize instruction. Cognitive growth and self-evaluation is emphasized in the planning and developing of specific activities found in the center format. (1)

### Elective Activities

Elective activities are those presented to students with the intent of helping them to assume some responsibility for their own education. These activities will have an arbitrary time line set in advance by the teacher that allows several such activities to be completed during the course of the unit of study. Students who choose such enrichment should be counseled weekly to prevent fragmentation of learning. (2)

### Contractual Agreement

A contractual agreement is an agreement between a student and teacher about assigned work the student is to complete. It should be a means of counseling students about their performance on the basis of what they have done, and what they need to do. It can be an effective way to make the transition from a traditional teaching style into student decision making.

Team Teaching

While there are many descriptions of team teaching one which best illustrates the goals of the Teacher/Assistant Teacher Program comes from Harold Bernard:

> Several teachers plan together, discuss and diagnose individual pupils, project remedial approaches, try to inetrate subject matter, and then help one another in the execution of plans. On some teams all teachers are equal members, and in other cases, there is a lead teacher and a hierarchical distribution of responsibilities...(3)

Small Group Instruction

Learning through group process begins in the home and continues through adulthood. Teachers often use small group instruction as an opportunity to present major conceptual points in a detailed manner. Small student numbers assist the teacher in promoting meaningful interaction between pupil and instructor concerning specific questions or comments relating to the subject matter presented.

Large Group Instruction

Characteristic of traditional classroom teaching is large group instruction. Many teachers today introduce concepts in a general manner during large group sessions and then break into small group sessions for more detailed explanation and questioning.

Ability Grouping

In many classrooms, children are grouped based upon their performance on placement tests or on the basis of teacher observation. Teachers adjust content and teaching style as they move from one group to another.

A classroom teacher needs the widest possible variety of activites and materials for each student present to reach his/her learning potenial. With expense as a major consideration, the following list contains some of the necessary items which may be obtained at minimum or no cost to the school or teacher to stimulate children in the area of language arts.

## Material for Language Arts Area

- Paper
- Pencils
- Old literature books
- Magazines
- Catalogs
- Old reading textbooks
- Cassette recorder
- Cardboard boxes for storage
- Teacher made activity cards
- Markers
- Scotch tape
- Board Games
- Booklets
- Film strips and projector
- Record player and records
- Head phones
- Stickers
- Newspapers
- Paste
- Scissors

The instructional techniques employed by teachers coupled with teaching activities serve as the one-two punch in the education of students today. Selection of the appropriate teaching style and/or teaching activity is critical if teachers hope to educate their students. The reasons teachers make poor choices in determining instructional avenues are often because they do not have many alternative teaching skills to offer a student or simply choose the wrong one. While it is hoped the choices made will be the correct ones, mistakes occur, and the recognition of such errors and the immediate change in teaching techniques by the teacher will promote greater student achievement.

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(1) James Moffett and Betty J. Wagner, Student Centered Language Arts and Reading, K-3, Second Edition, Houghton Mifflin, Boston, MS, 1976, page 46

(2) Ibid

(3) Harold W. Bernard, Psychology of Learning and Teaching, third Edition, McGraw-Hill Book Company, New York, New York, 1972 Page 410.

This handout is designed to be used in conjunction with the videotape on Instructional Techniques and Teaching Activities in conducting inservice training with administrators and teacher/assistant teacher teams.

## EXPERIENCE APPROACH TO TEACHING READING HANDOUT

The experience approach to teaching reading is one which makes possible the continuing use of each child's background in listening and speaking as he grows toward reading maturity.(1) In the teaching of reading the basal text provides the cornerstone of most reading programs. Lessons are fully described and activities defined so that instructors need only to follow the directions. As an additional instructional technique, the experience approach to the teaching of reading offers greater instructional flexibility and more student involvement.

Speaking, writing, and reading relationships are developed from the use of experience reading charts based on specific experiences and activities of the student. At least four types of charts may be used:

1. Personal language charts which serve as a record of children's own language. They may be recorded on the chalkboard or newsprint.
2. Work charts are developed to give organization and guidance to classroom activites.
3. Narrative charts which record shared experiences of the group such as a field trip or visitor in the classroom. These charts lend themselves to repetition of certain words that are inherent in the discussion.
4. Reading skill charts which are developed in the classroom for teaching and practice of specific reading skills.(2)

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1 Dorris M. Lee and R. V. Allen, Learning to Read Through Experience, Second Edition, Appleton-Century Crofts, New York, 1963. pg. 2

2 Op Cit., pp 48-49.

In constructing charts for classroom use children may serve as the recorder, especially in developing personal language charts. Teachers more often record the individual students thoughts as discussion and dictation in small groups is preferred. Some helps in recording information are:

1. Use manuscript writing.
2. Leave a margin of at least three inches between the title of the story and top of page and between the title and the first line of the story.
3. If a sentence is too long for one line divide the sentence between phrases.
4. Place large pictures near the top center of the chart.
5. Leave a margin of one and one half or two inches at the lest side of the story.
6. Place smaller pictures along right margin or at bottom of the chart.
7. Record the comments quickly and transfer them to the chart later if children become restless. (3)

The experience approach to teaching reading in small group settings is an excellent vehicle for reinforcing skills previously introduced and may be conducted by the assistant teacher, providing she/he has had inservice on the method. Instructional variety will spice up classroom routine and motivate both the student and instructor.

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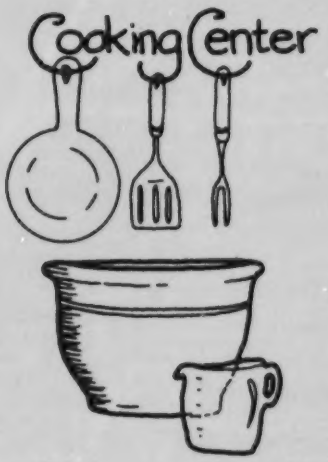
3 Sarah Hammond Leeper, Dora Sikes Skipper and Ralph L. Witherspoon, Good Schools for Young Children, Fourth Edition, MacMillan Publishing Company, Inc., New York, New York, 1979. pg. 257.

This handout is designed to be used in conjunction with the videotape on Instructional Techniques and Teaching Activities in conducting inservice training with administrators and teacher/teacher assistant teams.

## INTRODUCTION TO COOKING HANDOUT

"Cooking is the foundation activity for language growth among children who need language activities. More than any other pursuit available to teachers, cooking assures a language base that includes all the class. It is the only activity parents and teachers can pursue on a regular basis that uses all the descriptive characteristics of language...the activity that has the greatest carryover into reading. They're all there; nouns, verbs, adjectives, adverbs, etc., used to describe the what, how, where and why, the movements, textures, tastes and feelings that go into preparing something good to eat. (1)

Dr. Roach Van Allen
Language Development and Reading Specialist
University of Arizona at Tucson




Food preparation and tasting experiences are central to developing a child's awareness of a variety of foods. Early experiences with foods establish attitudes and behavior patterns which have lasting influence. A program for children which includes cooking is fun, informative and valuable for them. (2)

Jean Crum Jones, M.P.H., R.D.
Consulting Nutritionist
Valley Nutrition Consultants

A cooking center, like any interest center, is a place where materials, equipment, and activites relating to that center are kept. A center should contain activities to introduce, reinforce, enrich, and relate to may different developmental levels so that any child can find something to do. You may wish to keep recipe books, equipment, children's cards, worksheets, and staple ingredients in your cooking center, as well as activities related to the recipe you are concentrating on. The center could be a special table, shelf, counter top, or several boxes assembled together.

You may not want to set up a cooking center; although a special place in the room is nice, it isn't essential. You need to think about the available space, the frequency of cooking activities, and your own preferences. The important thing is to experience cooking with your children and see how much learning can take place. (3)

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1 Barbara Johnson and Betty Plemons, Cup Cooking, Early Educators Press, Gryphon House, Mt. Rainier, MD., p. 5, 1982.
2 Ibid
3 Gail Lewis and Jean Shaw, Recipes for Learning, Goodyear Publishing Co., Santa Monica, CA, p. 5, 1979.

This handout is designed to be used in conjunction with the videotape on Instructional Techniques and Teaching Activities in conducting inservice training with administrators and teacher/assistant teacher teams.

## GETTING READY TO COOK HANDOUT

Careful planning provides for good use of time and prepares both the teacher and children to take full advantage of the learning opportunities that are possible with cooking experiences. These five steps are suggested:

1. Select a recipe.

   Be sure the recipe suits the level of the children. The recipe should be easy for them to do yet provide a challenge or two. Perhaps it will introduce a new word or concept, or help in the development of a small-muscle skill.

   Be sure there is enough for a small group to do. Break the recipe into parts so that each child can do one or two steps. If necessary to give more turns, flour can be sifted twice or two different children can measure two cups of sugar.

   When possible, have the children cut or garnish their own serving and form their own cookies, candies, popcorn balls, or pretzels.

2. Do research and gather resource materials.

   Find out about ingredients. How and where do they grow? How are they processed? Are certain foods associated with special uses, traditions, or customs?

   Be sure to find science activities to complement the recipe's directions. Observing, classifying, comparing, measuring, dissolving, grinding, and crushing can be done. Some ingredients can be grown. Be sure to include many sensory explorations.

   Find related books, pictures, films, filmstrips, songs, fingerplays, and poems.

3. Gather materials and equipment.

Plan ahead to make sure you have everything you need for each recipe.

Use lists to check equipment and ingredients.

With some recipes, an adult should plan to stay with the group once cooking has begun.

Gather tasting spoons or sticks.

Gather napkins, spoons, and plates for eating, if necessary.

4. Cooking time.

Cooking is a small-group activity. Use a chart to help children take turns, and let everyone sample as you cook.

In some cases, each child can make his or her own piece of candy, pretzel, or pancake from a recipe made by the small group.

Take time to measure carefully - make it a learning experience.

Pass the bowl or pan around the group when mixing or adding ingredients so that everyone has a turn.

Taste the ingredients as you work. Sample small portions with toothpicks, plastic spoons, popsicle sticks, wooden coffee stirrers, tongue depressors, or even small pieces of clean paper.

Put used utensils aside, perhaps in a dish pan.

Review steps and procedures in sequence.

Make plans for eating and sharing the food.

5. Cleanup time is part of the process

Allow sufficient time to clean utensils and cooking area before eating.

Take turns on cleanup duty.

Wrap garbage - perhaps some of it can be used as pet food or put in a compost heap.

Wipe stove or hotplate.

Return equipment.

Write thank-you notes if ingredients or utensils have been supplied by parents or if someone outside the class has helped in any way.

This section was taken from Recipes for Learning by Gail Lewis and Jean Shaw, Goodyear Publishing Company, Santa Monica, CA, pg. 9-10, 1979.

This handout is designed to be used in conjunction with the videotape on Instructional Techniques and Teaching Activities in conducting inservice training with administrators and teacher/assistant teacher teams.

## PROCEDURES FOR COOKING IN THE CLASSROOM HANDOUT

Several safety measures are necessary to ensure smooth, safely run cooking experiences.

* Find out if any of the children are allergic to any foods you plan to use or if any of the foods must be restricted in their diets. Keep this information handy for reference.

* Make sure the children have clean hands before cooking begins. Wash in the restroom, bring damp cloths to the table, or use packaged pre-moistened towels.

* Explain why it is important to taste only from one's own spoon or stick.

* Roll up the children's sleeves so they won't get burned, messy, or wet.

* Set up the hot plate near the teacher, if possible. Turn the handles of pots and pans so that the children won't bump into them. Tape down any extension cords so children won't trip over them. Be sure the hot plate or toaster oven is stable and secure so that it won't wobble.

* Keep a jar of salt or soda nearby to smother any fires that might occur.

* Treat burns with cold water.

* Use an asbestos pad under the hot plate.

* Use knives only on cutting boards or several layers of paper towels. Stress the idea that knives should be used down low - not waved in the air.

* Keep plenty of dry potholders handy.

* Have a damp sponge or paper towels to wipe up spills.

## TOPICS FOR YOUNG COOKS TO DISCUSS

During pauses in recipe procedures, while waiting for something to cook, or as you eat, many related topics can profitably be discussed. Some conversation starters are:

* Other recipes that use some of the same ingredients or procedures

* Information on food labels

* Shapes and sized of containers - rectangles, circles, ovals, and squares can all be found on boxes and cans. Discuss also the materials of the containers - paper, cardboard, plastic, metals, and others can be found.

* Children's cooking experiences: Do they cook at home or at a relative's or friend's house? Who does cook at home? Who shops? When? How?

* The cost of foods may be classified as expensive, reasonable, or cheap. Where are the prices marked? What does "2 for 59¢" mean? What foods are sold by the pound, piece, box, can, liter, gram, etc.?

## PAYING FOR COOKING ACTIVITIES

Naturally, cooking in the classroom costs money, but there are many ways to finance your cooking projects. For example:

* Regular school budget or direct tuition. A dollar per child per semester - less than most workboooks - would allow a class to cook many times.

* Contributions from the children - 25 cents a month or 10 cents a week for example. If the children normally buy snacks, they might want to contribute some of their snack money to cooking activities occasionally.

* Each parent can donate a staple or an ingredient for one recipe.

* A civic club or senior citizens' group might want to have a service project to support cooking in the school.

* Teacher "treat" - you can occasionally bring popcorn or cocoa and sugar; the children could use milk they have bought at school to make hot chocolate.

This section was taken from Recipes for Learning by Gail Lewis and Jean Shaw, Goodyear Publishing Company, Santa Monica, CA, pages 10-11, 1979.

This handout is designed to be used in conjunction with the videotape on conjunction with the videotape on Instructional Techniques and Teaching Activities in conducting inservice training with administrators and teacher/ assistant teacher teams.

## COOKING ACTIVITIES AND SKILL DEVELOPMENT HANDOUT

While cooking activities are fun and excellent motivational vehicles, they also serve to develop skills essential to academic success. Listed below is a breakdown of academic subject areas and specific objectives which may be met as cooking activities are incorporated into the instructional plan.

Science Skills:

* Observing, classifying, measuring, inferring, predicting, communicating to transfer information.
* At each step check color, feel, taste, smell.
* Note changes: How did cooking change the apple?
  What happened to the sugar when stirred in the water?
* Note similarities and differences.
* Note physical properties of matter.
  Dry ingredients need to be leveled. Do liquids need to be leveled? Why not? (Liquids level themselves.) Do not tell the children, allow them to discover for themselves. Simple questions can stimulate their thinking and verbalization of discoveries.

Math Skills

* One to one correspondence
* More or less
* Bigger or smaller
* The concept of number - 3 spoons full, 5 raisins
* Measuring
* Estimating
* Fractions

Reading and Pre-Reading Skills

* Language Development
  Encourage children's comments on the appearance, smell, feel, taste at each stage of a recipe to help them develop descriptive language. Help them develop the language that tells the what, how, when,where and why of the movements, textures, tastes of the foods experience.

* Directional Prepositions
  Above, below, in, beside, under, in front of, ...
  When measuring dry ingredients as, "Is the...piled above the edge of the spoon." Demonstrate leveling with the straight edge. Also demonstrate attempted leveling as children do by scooping from the spoon. Ask, "Is this level with the edge of the spoon? No, the... is below the edge of the spoon." "When leveling where should we hold the measuring spoon, beside the bowl or above the bowl?" "When adding the...to the mixing cup do we hold the spoon above the cup (children tend to, thus spilling) or put it in the cup before tipping the...out?" Measuring liquids in measuring cups, ask, "Is the liquid at the line, above the line or below the line?"

* Sequencing Skills
  Practice the language of sequence when introducing the recipe to the small group. "This is the first chart. Look at the things on the first tray. What do you do here at the first step?"..."What do you do after ...?" "What is the next thing to do?" "This is the next step, the second step." etc. Later in the day study and analyze the shuffled recipe charts to recall the sequence followed. "Find the chart that shows what to do first." "Find the chart that shows what to do next." "Find the chart that shows what to do after you measure the water..." "What was the last chart?"

* Distinguish Between Letter, Word Sentence
  After a cooking experience study the charts for their letter, word, and sentence content. The charts have meaning for the children after the cooking experience.
  * Looking at a single chart have children identify letters they know. "Put together this way those letters say..."
  * Teacher can read all words, phrases, sentences for the children.
  * Prepare word and phrase cards using words and phrases for a recipe in current use. In small groups lay out recipe charts. Let group members draw a word or phrase card to match to the coinciding recipe chart.
  * Give children an opportunity to shuffle all word cards and attempt to read same. Any child who can read a card may have that word or phrase for his/her personal word card box.

Food Preparation and Nutrition Skills

* Cooking can be and should be fun. Children need to explore food for stimulation and for discovering something new and interesting. Creating something good to eat is a rewarding experience for a child.
* In today's society, commercial advertising glamorizes poor eating habits and relatively non-nutritious foods. Children need to learn to choose and prepare foods which build good health. These habits are not acquired naturally; they must be learned.
* Eating a variety of healthful foods is the way to achieve good nutrition. The four food groups provide a guide for selecting the foods we need for growth and good health.
* Cooking in school and at home enhances school-home ties. Children gain skills and perceptions that can be practiced and developed in both settings.

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The selection was taken from Cup Cooking by Barbara Johnson and Betty Plemons, Early Educators Press, Lake Alfred, Florida, pg. 9-11, 1982.

This handout is designed to be used in junction with the videotape on Instructional Techniques and Teaching Activities in conducting inservice training with administors and teacher/assistant teacher teams.

## UTILIZATION OF INSTRUCTIONAL TELEVISION PROGRAMMING IN THE CLASSROOM HANDOUT

Listed on the following pages is a list and discriptive synopsis of instructional programs for children whose developmental levels range from kindergarten through third grade. The programs may be taped by district media supervisors or viewed live at the designated time. In the incorporating of instructional television programming into the instructional plan it would be necessary to consult the Instructional Television Resource Book found in the school library to gain information regarding the times programs are to be aired. Teachers' manuals or guides are necessary if the program is to be utilized to the maximum. These guides may be obtained by contacting the Education Television representative for your area or by writing:

Ms. Bobbie Collum
Mississippi Educational Television
Post Office Drawer 1101
Jackson, MS 39205

With the addition of the assistant teacher to the classroom team, small group activities involving instructional television are a reality which encourages student participation through an entertaining and engaging instructional medium.

## LANGUAGE ARTS/READING

SESAME STREET — Grades K-2 — Ninety 60-Minute Lessons

SESAME STREET expands the environment and broadens the horizons of a primary grade child and helps instill favorable attitudes toward learning. In addition, important skills for developing readiness in reading, math and other subject areas are transmitted to the viewing child.

ABOUT BOOKS: PRIMARY — Grades K-3 — Eleven 5-Minute Lessons

ABOUT BOOKS: PRIMARY is designed to encourage children to read by stimulating their interest in the books featured in the program - - a representative group of some of the best books in children's literature. A program tells only part of the story, thus tantalizing the viewers' interest to read the book for themselves. All programs feature an on-camera narrator, plus one or more of the following elements: dramatization, film, puppertry, children's art and animation.

READALONG I — Grades K-2 — Thirty 10-Minute Lessons

READALONG I is an entertaining series which makes learning to read fun. The first of three READALONG series, it emphasizes the recognition and understanding of words and their meanings. The review and repetition of words, phrases and sentences are put into meaningful and humorous stiuations which make reading worthwhile to a student who normally might not think so.

READALONG II — Grades 2-3 — Twenty-one 10 Min. Lessons

READALONG II encourages vocabulary building, writing and listening skills, as well as speech and reading. The series is designed to encourage growth in all aspects of language acquisition. Its goal is to help children learn to read with a feeling of excitement, pleasure and desire, and with an understanding that will remain with them throughout their lives.

READALONG III — Grades 3-4 — Thirty 10-Minute Lessons

READALONG III uses the techniques of animation, humor, music and repetition and involves participation of the viewers. The series makes the break from an emphasis on reading for sheer enjoyment to more emphasis on reading to gain information, a skill which students can use throughout their school career and lifetime.

GATHER 'ROUND — Grades 1-3 — Sixteen 15-Minute Lessons

GATHER 'ROUND is a series of story-telling programs designed to familiarize children with traditional classic folk-tales. It will also promote the enjoyment of listening to well-told tales. Enchanting illustrations dramatize and animate the narration in each program.

THE LETTER PEOPLE I Grades 1-3 Thirty 15-Minute Lessons

The Letter People are 26 delightful puppet characters, each representing a different letter of the alphabet. The Letter Boys are consonants; the Letter Girls are vowels. Each Letter Person has a special shape, characteristic, and personality all his/her own. For example, Mr. T. has tall teeth and the sound for Mr. T's letter is the same sound that starts TALL TEETH. Several entertaining devices are presented to help the child decode and understand the structure of words.

THE LETTER PEOPLE II Grades 1-3 Thirty 15 Minute Lessons

THE LETTER PEOPLE II series continues the exciting, enchanting work of the 26 Letter People and builds on the successful experiences on LETTER PEOPLE, Part I. LETTER PEOPLE II presents reinforcing review lessons, the addition of new sounds for some of the Letter People, syllabication and sentence formation.

THE WORD SHOP Grades 1-3 Thirty 15-Min. Lessons

THE WORD SHOP is a primary language arts program designed for concept and skill development in listening, speaking, reading, writing, dramatizing and illustrating fiction, non-fiction, poetry and drama. Characteristics and elements of various types of stories, books, plays and poems are presented. Each program presents one concept that is discussed and illustrated by Mr. John Robbins, the host.

THE ELECTRIC COMPANY Grades 1-6 150 Thirty-Min. Lessons

THE ELECTRIC COMPANY focuses on the needs of children in the second, third and fourth grades who are beginning to experience reading difficulties. Each show covers two or more goals which are presented in a "cluster" format. The first part of a cluster is the presentation of the goal. Here the viewer sees and hears the relationship between written letter(s) and the spoken sound(s). The second part of the cluster is a consolidation section. Here the goal is used in meaningful whole units such as words, phrases, or sentences. The function of the goal is stressed and there is a review of the sound/symbol relationship.

JUBA Grades 2-5 Four 15-Minute Lessons

JUBA, a four-part television series about the curltural heritage of black America, is designed to make Afro-American children aware of and curious about the folk-lore traditions of their people. Similarly, JUBA can improve the language skills of its audience by helping them become more attentive, appreciative and analytical as they listen to, retell and create folktales.

THE WRITE CHANNEL Grades 3-4 Fifteen 15-Minute Lessons

THE WRITE CHANNEL, a series designed to develop more prolific and confident writers, features R. B. Bugg, a young television reporter, and Red Green, a seasoned news director. Bugg writes short choppy sentences, but Red shows him how to combine and improve them. In word animation sequences, students see a gloved hand moving words, combining words, and making appropriate changes in capitalization and punctuation.

READIT Grades 3-5 Sixteen 15-Minute Lessons

READIT'S programs will serve as a literary guide for viewers and introduce them to excellent books and authors. The series will also reinforce that reading is fun, challenging and rewarding. Through lively illustrations and dramatic narration, John Robbins, the host of READIT, presents short samplings from books - - just enough to whet viewers appetities - - leaving off as the climax approaches so that students will want to find the books in the library and read the rest for themselves.

MATHEMATICS

MATH FACTORY Grades 1-3 Thirty 15-Minute Lessons

Most of the important ideas of a beginning modern mathematics program are included in MATH FACTORY, a series of mathematical experiences designed for primary pupils. Colorful puppet characters in a wondrous factory help create better understanding and better attitudes concerning mathematics.

THE MEASURING SHOW Grades 1-3 Six 15-Minute Lessons

THE MEASURING SHOW is designed to present the basic measuring concepts to primary students. Only metric units are used in the programs as standard units, although many of the activities use nonstandard units so that real concept development can be accomplished. The programs feature the same characters and a variety format throughout the series.

NUMBER TRAIN Grades 1-3 Thirty 15-Minute Lessons

NUMBER TRAIN, a series for the beginning mathematics learner, is designed to make children more aware of the uses and importance of mathematics in their environment. The lessons help develop positive attitudes and an understanding of mathematical concepts.

MATH COUNTRY Grades 2-3 Thirty 15-Minute Lessons

MATH COUNTRY is a series which offers a "hands on" approach to teaching mathematics. The setting is a farm where roadside stands, country auctions and fishing contests become opportunities for students to learn and apply mathematics skills. The basic curriculum - - as well as several difficult topics such as problem solving, geometry and estimation - - is covered. It combines the computing skills of traditional mathematics with the thinking approach of " new math."

MATH PATROL Grades 2-3 Nine 15-Minute Lessons

MATH PATROL, based on new research, presents ideas in a highly visual manner to help develop comprehension of basic math concepts, to reinforce existing knowledge and to stimulate interest in mathematics. A once static concept takes on new dimensions. Music, animation, black box theatre, humor and many situations that bring the students into the MATH PATROL make the series ideal for classroom use.

## SCIENCE

DRAGONS, WAGONS & WAX — Grades 1-3 — Thirty 15-Minute Lessons

DRAGONS, WAGONS & WAX is designed to stress the natural harmony of the world while focusing on three areas: living things, matter and forces. The goal of the series is to develop an awareness and an understanding of biological, earth and physical science concepts.

UP CLOSE AND NATURAL — Grades 1-4 — Fifteen 15-Minute Lessons

Filmed in the natural beauty of "Golden Pond" country, at the 200-acre Squam Lake Science Center in Holderness, New Hampshire, UP CLOSE AND NATURAL is designed to develop in young viewers an awareness and appreciation of the wonders of the natural world around them. Louise McNamara, popular ITV teacher, explores the Center's fields, lakes and forests, introduces the animals that live there and encourages students to sharpen their skills of observation, description and classification.

FIRST FILMS ON SCIENCE — Grades 3-6 — Ten 15-Minute Lessons

FIRST FILMS ON SCIENCE introduces the students, through the use of models, demonstrations, macrophotography and timelapse photography, to their first concepts in the broad areas of matter and energy. The lessons are designed for the student to observe, experiment and gain an initial understanding of matter and energy.

3-2-1 CONTACT — Grades 3-7 — Eight Weekly Themes

The series is called 3-2-1 CONTACT because it explores science and technology through all forms of contact: the contact of meshing gears, a scientist trying to get in touch with extra-terrestrial life or a spark making contact by bridging a gap. It is about other kinds of contact as well - - getting students into contact with young viewers. The young hosts who anchor the series make frequent field trips around the county to report scientific and technological developments.

## SOCIAL STUDIES

RIPPLES — Grades K-3 — Thirty 15-Minute Lessons

RIPPLES, a series of programs for primary students, is designed to provide a basis for more formal learning experiences. Unique in its approach to learning, the series presents a variety of encounters intended to develop a child's aesthetic feelings and human values, his ability to cope with change and his capacity for creating and understanding relationships.

PENNYWISE — Grades 1-3 — Twelve 15-Minute Lessons

PENNYWISE is a series in economic education and it is recommended for primary students. Very basic economic concepts are presented in the content of each lesson. Designed to make pupils aware of these economic concepts, the lessons are treated in a colorful and creative manner. Using puppets, dramatizations and real life scenarios, the lessons consider basic economic problems and introduce solutions to these problems.

WHEN YOU GROW UP Grades 1-3 Fifteen 10-Minute Lessons

WHEN YOU GROW UP is a series of career education programs that are designed to help young pupils develop an awareness of a variety of occupations by showing real people at work and explaining what they do.

EXPLORERS UNLIMITED Grades 1-6 Thirty 15-Minute Lessons

The field trips in EXPLORERS UNLIMITED will take the pupil to places seldom available to him/her and sometimes to places virtually inaccessible to all but a camera. The lessons offer new and interesting information on a variety of subjects - - ranging from the operation of a big skyscraper and the art of glass-blowing to the operation of Sea World and the publication of a magazine.

OTHER FAMILIES, OTHER FRIENDS Grades 1-6 Twenty-Nine 30 Min. Lessons

OTHER FAMILIES, OTHER FRIENDS, unlike field trips which concentrate on things and places, is concerned more with people and how they live. The camera travels to various parts of the world, and pupils have the opportunity to see the life styles of other children and their families.

BB'S COVER THE GLOBE Grades 1-4 Twelve 15-Min. Lessons

BB'S COVER THE GLOBE is a social studies series designed to present basic map and globe skills. The lessons center around the adventures of Breezy Barnhill, Super Salesman, and his nine-year old assistant, Bartholomew. Each adventure that Breezy and Bartholomew have is used to teach a specific map or globe skill.

PEOPLE, PLACES AND THINGS Grades 1-3 Fifteen 15-Min. Lessons

PEOPLE, PLACES AND THINGS is a social studies series which presents facets of community life. The lessons will enrich the viewer's knowledge and interest in family life, the neighborhood and the larger community.

Compiled by: Ms. Bobbie Collum, Mississippi Educational Television, Jackson, MS, 1983.

This handout is designed to be used in conjunction with the videotape on Instructional Techniques and Teaching Activities or Individualized Instruction in conducting inservice training with administrators and teacher/assistant teacher teams.

## INTRODUCTION TO LEARNING CENTERS HANDOUT

A learning center is a designated area of the classroom that contains a variety of instructional activities and materials which focus on a topic, theme, concept or skill. The purpose of the learning center can be to introduce, develop, explore, or stimulate the reinforcement and enrichment of concepts and skills. A center may be classified as the availability of one activity, usually referred to as a learning station, or the provision of a multitude of experiences centered around one concept. They provide activities that accommodate different interests and learning styles. If properly constructed, centers provide opportunities for individuals or small groups of students to work independently with a minimum of teacher supervision. While teachers utilize centers differently, all concur that they should encourage self-selection, self-direction, exploration and motivation. In summary, centers provide a vehicle for shifting teacher-centered learning toward child-centered experiences.

While many of the reasons for using centers are implied in the above discussion, teachers agree that centers:

* Assist children in seeing themselves as sharing in the responsibility for their own learning
* Accommodate individual needs by providing an array of materials and activities which allow for differences in motivation, attention span, interest, and ability
* Help children grow in their ability to select materials and make decisions
* Encourage peer learning, cooperation, independence, the exchange of ideas, sharing of responsibility, self-control, and the development of communication skills
* Reflect the understanding that learning, especially for young children, is an active, not a passive, process
* Allow children to work together, thus increasing their learning through observation, imitation, and cooperation in a mutually challenging task

* Benefit teachers by providing time for individual and small group instruction, while the rest of the children are gainfully occupied
* Provide the teacher with a deep sense of satisfaction, creativity and reward.

Precise preplanning is essential for developing effective and stimulating learning centers. This envolves:

* Selection of the area of concentration
* Defining specific learning objectives for the center
* Conducting a student needs assessment to determine the range of activities which must be provided to meet each child's needs
* Choosing an appropriate location for the center.

With the above accomplished, selection and/or construction of learning activities becomes the next consideration. Again, there is a definite need to reflect on individual needs and the specific objectives to be accomplished through each activity. Often a variety of multi-media activities provides for various levels of ability and learning styles. Essential, for successful student participation in the utilization of learning centers is that the teacher prepare clear directions to accompany each activity.

The arrangement of the center is crucial. Activities must be attractive, inviting and easily accessible to the children. Color, creativity, and imaginative arrangements will motivate student use. An interesting title or a pictorial display will draw the child's attention and enhance his desire to explore and use the center. The arrangement of the center should be practical and exciting.

Scheduling of center time also needs to be explicated. Whether a child attends a specific center assigned by the teacher, or is allowed freedom of choice depends upon the teacher, the child's ability to function independently, and his experience with centers. Prethought should also be given to such questions as: How many students can use the center at once? How much time should be available for center use? What time of day should I set aside for centers?

Not all teaching situations demand record keeping systems. The teacher determines the purpose of the center, and according to the objectives decides

if record keeping for that center is appropriate. Often self checking and self evaluation lessen the need for record keeping which can become as minimal or as comprehensive as the teacher desires. Student evaluation varies from center to center and may be as simple as a check adjacent to the child's name indicating involvement at the center, daily or weekly time sheets to indicate participation, a specific list of accomplishments at that center, or no record keeping system. Whatever the selected process, it is imperative that each child understands what the teacher expects from him at the center. Clear and succinct directions and expectations for center use alleviate many frustrations, disappointments and problems for both the child and the teacher.

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This selection was taken from Kindergarten Curriculum for Conceptual Language Development, Maine Department of Educational and Cultural Services, 1981.

This handout is designed to be used in conjunction with the videotape on Instructional Techniques and Teaching Activities or Individualized Instruction in conducting inservice training with administrators and teacher/assistant teacher teams.

## SUGGESTIONS FOR DEVELOPING LEARNING CENTERS HANDOUT

As previously stated, the learning environment provided for children is crucial. The number and type of centers developed is dependent on the number of children and teachers in the classroom, the resources of the school, the teacher's creativity and imagination, as well as the interest and needs of the children. Important to remember is that the list of supplies for each center is almost endless. Whatever is supplied, however, must reflect the teacher's understanding of individual differences: For example, games, puzzles, books, art supplies, etc., should range from simple to complex so that each child will be challenged at his own level.

Various centers containing appropriate activities and materials should be located in the classroom. These centers may include:

* Math Center
* Science Center
* Library Corner
* Cooking Center
* Writing Center
* Physical Activities Center
* Art Center

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## DEVELOPING LEARNING CENTERS HANDOUT

The time invested in the development of learning centers is time well spent. The centers will reflect the personality and creativity of the teaching team providing the learner with opportunities for individual instruction.

Learning center activities need to be bright, colorful, and inticing to the student. The activities may be in the format of commercially bought materials that compliment the instructional technique used by the instructor, or attractive teacher-made materials that are specifically designed for reinforcing concepts that are presented. The individual learning styles of the students should be considered in the construction of activities. Some students utilize one sense modality over the others. Visual learners would more readily respond to diagrams and/or pictures in the teaching of specific instructional objectives, where as the auditory learner would show more interest in activities which were directed by the use of an audio tape played on a portable cassette player at the learning center. Many students use both modalities in the conceptualizing of information presented so both avenues could be utilized in center activities.

Student manipulation of materials, especially in the instruction of mathematics, is very helpful in reinforcing concepts stressed in the objectives found in the teacher's instructional management plan. Activities which promote manipulation of objects lend themselves to placement in learning centers with gradual transition into more abstract activities taking place as students master basic concepts.

To initiate the use of learning centers in the classroom the teaching team would want to consider the six S's:

* Simplicity
* Skill Development
* Sequence

* Space
* Self-checking activites
* Success

Simplicity

Keep the activities in the learning center simple in that: (1) the directions are clear and concise and (2) the concept developed by using the activity is one previously introduced by the teaching team in large or small group instruction so that the student can complete the task with little or no assistance from the teaching team.

Skill Development

Learning center activites can be effectively designed to provide drill in the basic skill areas. Students who require extra practice and repetition in the conceptualization of information can benefit from learning center activities. The divergent techniques for presenting information will promote interest on the part of the pupil and help to deter classroom "doldrums."

Sequence

A learning center should have a clear objective with activities sequenced to address the expected learner outcome(s). In constructing activities materials that are sequenced to reinforce the concept being taught benefit the pupil in that information is more likely to be retained.

Space

In designing the center, classroom space dictates the size and number of activities to be included. Activities that can be stored in shoe boxes or folder games which are easily stored encourage teacher utilzation and transformation of the small "dead" area within the classroom into learning "cranies" that stimulate and inspire.

Self-checking

In designing activities those which are self-correcting or which include answer sheets promote independent learning. Activities which allow the student to evaluate his/her own performance serve to motivate the student and release the teaching team to instruct other pupils who require or desire assistance.

Success

The degree of success students experience in completing activities will determine their willingness to continue to work from this format. Good teaching techniques dictate that activities be constructed to insure optimum achievement and positive feedback for the student.

Teachers manuals and resource books which accompany texts are excellent sources for ideas in constructing materials which reinforce information presented to the student by teacher instruction in large or small group sessions. The development of learning centers in the classroom can now be an investment which will yield a higher return than in previous years. The assistant teacher's presence in the classroom insures proper utilization of a teaching tool that will motivate, encourage and teach children with a maximum of individualization and a minimum of confusion.

This handout is designed to be used in conjunction with the videotape on Instructional Techniques and Teaching Activities or Individualized Instruction in conducting inservice training with administrators and teacher/assistant teacher teams.

## HOW TO UTILIZE LEARNING CENTERS IN THE CLASSROOM

A Learning Center is an area in the classroom which contains a collection of activities and materials to teach, reinforce, and/or enrich a skill or concept.[1] In order to utilize the center proper instructional techniques must be employed by the teacher and assistant. Student participation, on an individualized basis, in a center is not based upon a reward or choice, but rather it is an assigned task to complement the instruction delivered by the assistant or teacher during large and/or small group sessions.

While learning centers serve as the core for individualized activities which directly relate to student need, they also can promote independent learning and thinking skills as children choose activities that instruct. Proper instructional utilization of the center by the teaching staff will help to insure the maximum return in student learning. The following suggestions for teachers will assist in establishing proper utilization of learning centers as they become a part of the classroom routine:

1. Proper planning in the construction of the learning center
2. Selection of topic and presentation that corresponds to demonstrated ability of students
3. A thorough introduction to the students as to what the center contains and how each activity is to be used by the student
4. Adequate time in the daily schedule for student exploration of the activities and completion of those designated for study
5. A method of self checking which students understand as to promote independent completion of task.

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1 Dot Moore, "Learning Centers, " Chapter I, Mississippi State Department of Education, Jackson, MS, 1983.

2 Ibid

Presentation of a lesson using the learning center to a small group of students with the intent of individual utilization requires preplanning and preparation. The following questions should be addressed before teaching the lesson:

1. What do I want to teach?
2. How will I spark interest for the lesson?
3. What materials will I need?
4. What will my instructional steps include?
5. How will students utilize the learning center upon completion of the lesson?
6. How will I evaluate the lesson? [2]

With the addition of another instructional person in the classroom, the daily utilization of learning centers by students can become a reality. The centers can serve as a place for challenge, reinforcement and/or drill for students as the teacher continues to strive for innovation and interesting methods of instruction.

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[2] Dot Moore, "Learning Centers, " Chapter 1, Mississippi State Department of Education, Jackson, MS, 1983.

This handout is designed to be used in conjunction with the videotape on Instructional Techniques and Teaching Activities or Individualized Instruction in conducting inservice training with administrators and teacher/assistant teacher teams.

## FLOOR PLANS TO ASSIST IN PLANNING LEARNING CENTERS HANDOUT

The arrangement of centers depends primarily upon the physical structure of the classroom. There are several things which should be kept in mind as you arrange your room:

1. Avoid long open spaces down the center of the room; such space invites children to run.
2. Shelves and dividers which project into the room or are used to break up center space should be short enough for an adult to see over. All space in the room should be visible easily to the adults, while providing privacy to the children for their activities. Using open shelves which can be seen through is one way to accomplish this.
3. Activities which may require water should be located near the sink, to avoid carrying water across the room.
4. Some areas (or centers) may come and go, depending on the season, your lesson plans, and the children's interests. New areas may be added or old ones changed to accommodate new activities.
5. Rooms can be rearranged during the year: Centers do not have to stay in the same place all the time. The children may have some ideas for rearranging after they have been in use for a while, and can share in redesigning and moving areas to new and different locations.
6. Equipment and materials should be changed or added to reflect changing skills and interests of the children in each area or center.
7. If possible, the floor should be carpeted in areas to reduce noise and encourage use of the floor as well.

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This selection was taken from Kindergarten Curriculum for Conceptual Language Development, Maine Department of Educational and Cultural Services, 1981.

This handout is designed to be used in conjunction with the videotape on Instructional Techniques and Teaching Activities or Individualized Instruction in conducting inservice training with administrators and teacher/assistant teacher teams.

## CHECKLISTS FOR PLANNING, USING, AND EVALUATING LEARNING CENTERS HANDOUT

1. Study educational goals and decide upon the type of center:
   a. Is the center appropriate to the educational goals? Would another method of individualization be more appropriate?
   b. What are the purposes which the center will serve?
2. Specify objectives
   a. What objectives of the curriculum will be met in this center?
   b. Is there sufficient space for this center? If not sufficient space how can I modify my plans for the center and still have it function effectively?
   c. How do my objectives relate to the interest, skills, and talents of the children?
   d. How will I communicate my objectives to the children (i.e., tape recorder, task cards, oral directions, peer instruction).
3. Choose the optimum space and determine the center's design:
   a. How much space can I allocate to the center?
   b. Will there be more than one center in the room?
   c. How might the children's size and motor skills affect their use of space?
   d. What equipment and furniture are needed?
   e. Will the location of the center affect other classroom activities? How?
   f. Does the center require special physical/environmental conditions (e.g., electric outlets; sunlight)?
4. Gather needed furniture and materials:
   a. Are the needed furniture and equipment available in the classroom, school, school system, community?
   b. What instructional materials are needed?
   c. Will each material match a specific instructional objective?
   d. Are the materials available in the classroom, school, school system?
   e. Do I have resource materials (e.g., idea books) to aid me in developing materials?
   f. Can assistant teachers help me in gathering and/or making materials?

5. Designing learning materials:
   a. Are the materials consistent with my instructional goals?
   b. Do they meet the needs of my students?
   c. Are there at least two different materials at each level of difficulty? For each learning style?
   d. Do the materials reflect the varied interests of the children?
   e. Are the directions clear? Do the children know:
      1. What to do with materials?
      2. What to do with the materials when they have completed them?
   f. Are the materials easily accessible to the children?
   g. Is there a variety of media and materials (e.g., games, books, filmstrips, construction activities)?
6. Prepare instructions for students use of the center:
   a. How many children can use the center at one time?
   b. Will students choose the center or be assigned to it?
   c. How will I implement student choice of center? Assigning students?
   d. Are the directions for the use of materials and activities available to the children? Do they understand them?
   e. What are the rules for behavior at the center?
   f. How will students choose materials and activities in the center?
   g. How will I assess student progress?
7. Develop a management system for the center:
   a. What alternatives do I have for a management system?
   b. Is my management system appropriate for the age and ability of the children?
   c. Does the management system facilitate easy record keeping?
   d. How will I build in conference time? On-the-spot assistance, questioning, etc.?
   e. How will I schedule use of the center?
8. Set up the center:
   a. Is it attractive?
   b. Are the materials and activities easily accessible?

9. Introduce the center:
   a. Are the children well informed about the purposes, procedures, and management of the center?
   b. Are the rules for behavior clear?
   c. Do the children know what to do in the center?

While the above questions focus on planning and implementation of centers, they can also be used in formative (on-going) and summative (final) evaluation of center effectiveness.

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This selection was taken from: Kindergarten Curriculum for Conceptual Language Development, Maine Department of Educational and Cultural Services, 1981.

## INSTRUCTIONAL TECHNIQUES AND TEACHING ACTIVITIES
## FOLLOW-UP ACTIVITIES

1. Construct a learning center from patterns and materials listed in appendix A of this manual or others obtained from outside resource books. An excellent source to use is teacher's manuals or guides. This will allow the activities to reinforce material currently taught.

2. Allow each team to develop instructional strategies to try in classroom situations that would minimize behavior problems and increase student interest.

3. Develop recipes and prepare to conduct a cooking activity in conjunction with a unit or concept being taught. Resource material is available in the appendix B of this manual.

4. Examine the Instructional Television Resource Book to determine scheduled program times and develop a plan to incorporate at least one program per week into the unit of study. If programs can be taped by district media personnel arrange to obtain monitor, tapes, and teacher's manual. After incorporating this program into a study unit assess the quality of instruction between units presented with and without utilization of instructional programming. Consult appendix C for utilization specialist in your area.

5. Utilize handouts and other materials compiled in appendix D of this manual in conducting inservice workshops or compiling teacher resource centers.

# SECTION VI

# INDIVIDUALIZED INSTRUCTION VIDEOTAPE SEGMENT

## PREPARING TO CONDUCT INSERVICE TRAINING FOR THE INDIVIDUALIZED INSTRUCTION VIDEO SEGMENT

The following information will assist persons in presenting the videotape segment on Individualized Instruction. The intent of the State Department of Education is to provide resource material which would enable a school or school district to provide a fifty to sixty minute inservice program on this topic. Enclosed you will find several handouts which may be duplicated for dissemination as well as preview questions, follow-up questions and follow-up activities for the inservice session and for classroom use. Information found in the appendices of this manual would be very helpful in conducting inservice on this topic. In preparing for this session, review appendices D-F in addition to handout material provided. Any information found to be useful for teachers and/or assistants in the appendices may be duplicated for use in the inservice session.

Before beginning the session the inservice leader should review the information on concepts to be presented and preview the tape. To best utilize the tape, participants should view it once and then the session leader should highlight the points he/she feels are pertinent to the situation by re-examining certain portions of the tape with those in attendance.

## CONCEPTS TO BE DEVELOPED

The concepts to be developed in the session entitled Individualized Instruction are:

* Each student has a preferred mode for gathering, sorting, and conceptualizing information.

* Teachers and assistant teachers can be instrumental in determining each students preferred learning modality and in matching activities to that preferred modality.

* Individualized instruction is not just for remedial students, it should be utilized in the instruction of every child.

Script Synopsis for Videotape
INDIVIDUALIZED INSTRUCTION

The assistant teacher can play a very important role in individualizing instruction within the classroom. As the teacher and assistant teacher identify pupils who need individualized instruction, the assistant teacher can develop activities to be conducted with those pupils (show this). This helps to enhance continuity between the introduction of concepts and the follow-up activities used to reinforce information presented by the teacher.

Each student has a preferred mode for gathering, sorting, and conceptualizing information. Some utilize the visual modality (show this) while others learn through auditory channels (show this). Many students learn best when the two modalities are combined during the instructional process (show this). Manipulation of objects and/or symbols builds and broadens concepts and facilitates transfer of the learning process. Assistant teachers can be instrumental in determining each student's preferred learning modality and in matching activities to the student's preferred learning modality during individualized instructional periods.

In addition to conducting individualized activities with pupils, the assistant teacher can be responsible for recording pupil progress or charts or in folders (show this). Another activity, which relates to pupil progress, and for which the assistant teacher can be responsible is that of scoring and/or storing of selected pupil papers. These papers can be used as a basis for conducting parent-teacher conferences (show this).

During large group instructional periods, the assistant teacher can observe pupils to determine which ones need individualized instruction, whether it be for enrichment or remediation (show this). A list of individualized activities for each of the content areas can be compiled by the teacher and assistant teacher so that there is always an idea available for use during one-to-one instruction (show this).

Proper utilization of the assistant teacher during the instruction of students on a one-to-one basis can result in improved student performance. Specific results of this improved method of instructional delivery include an increased retention rate of material introduced in group settings, an opportunity for further discovery and growth by students who have grasped the concepts presented (show this), and the provision of remedial help to those who have problems in conceptualizing the material or in following directions and responding to assignments.

Individualized instruction is not new to classroom teachers, but the effective use of the assistant during the instructional process can result in a new, dynamic dimension in classroom teaching which will insure greater pupil achievement.

## PREVIEW QUESTIONS

1. What does the term learning modality mean?

2. What are some ways that teachers can help assistant teachers to identify preferred learning modalities in students?

## FOLLOW-UP QUESTIONS

1. Has individualized instruction in the classroom increased with the presence of the assistant teacher on the instructional team? If so, in the instruction of what subject areas has there been an increase?

2. How can daily instructional schedules be adjusted to promote individualized instruction in the classroom?

This handout is designed to be used in conjunction with the videotape on Individualized Instruction in conducting inservice training with administrators and teacher/assistant teacher teams.

## INTRODUCTION TO INDIVIDUALIZED INSTRUCTION HANDOUT

Much as been written and said concerning individualized instruction. Numerous commercially prepared instructional materials rely on the individualized approach in selling their educational package. With the presence of the assistant teacher in the classroom individual instruction based upon the particular need(s) of the child is preferred over the limitations imposed upon a teacher by the activities prescribed in a commercially prepared teaching medium. Use of such materials can be beneficial to the student, but a variety of approaches will strengthen overall classroom instruction as well as meeting the individual needs of the students.

The easiest way to achieve instant individualization is to promote choices of learning activities and to note who chooses what. Children may record their own choices through the use of tally sheets and/or assistant teachers may record choices as they are made. After several opportunities for choice the teacher and assistant may analyze the findings and develop further instructional techniques and individual activities based upon student interests and need.

Other means of individualizing childrens' learning are:

1. Giving children different materials for science activities, for instance, for discovery lessons, so that children cannot make invidious comparisons with each other about who is further ahead, and so that the instructional techniques can be adapted to the materials each child is using.

2. Giving children flexibility in scheduling their required activities, so that those who become responsible and independent can enjoy the good feeling that they are successful in planning the order and timing of their work. Children have to practice scheduling their time, to stretch their independence and skills of self-management. But this means that the teacher is willing to give children time to accomplish this, and accept errors in judgment along the way.

3. Using the technology to gear the work to the pace and level of the child. Headsets with recorded audio-cassettes, for various kinds of content frees the child from mass pacing, and permits the teacher and child to choose the content which suits the needs and interests of a particular child. More expensive technology, rarely available to teachers, can generally be ignored in favor of simple, controllable materials within the budget of the school.

4. Accepting team teaching members, so that more adults are available to respond to and to initiate more individual activities for children. Assistant teachers, may be helpful, because of their training, continuity over periods of time, and professional educational goals. A team of teachers of young children, working and planning together can plan their programs to free each other for more individual work with children, while engaging the larger groups in constructive work.

5. Scheduling time for individual work or conferences with children, for fifteen-minute periods when classroom coverage can be handled by assistant teachers.[2]

As indicated from the suggestions listed above individualized instruction can be accomplished through a variety of means. The choice teachers must make is one based upon instructional management plans, classroom resources, strength of the teaching team, and personal commitment.

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1 Helen F. Robinson, Exploring Teaching In Early Childhood Education, Allyn and Bacon, Inc., Boston, MA, 1977, pp. 122-123.

2 Ibid

This handout is designed to be used in conjunction with the videotape on Individualized Instruction or Instructional Techniques and Teaching Activities in conducting inservice training with administrators and teacher/assistant teacher teams.

## DEVELOPING FOLDER GAMES FOR INSTRUCTIONAL UTILIZATION

The concept of utilizing manipulation of objects by students in teaching is one which teachers often forget to incorporate into daily instruction. Folder games provide an opportunity for students to manipulate objects in satisfying instructional objectives.

Steps to follow in constructing folder games are:

1. Cut out all pieces for the entire game, add features and with information on them such as ABC's or numerals.

2. Complete inside of folder by adding colorful scenes or outlines of pieces to be used. Cover with clear contact paper.

3. Complete outside of folder by decorating with objects that will attract the child's attention. Cover with clear contact paper.

4. Attach manilla envelope for storing extra game pieces. (1)

The more attractive, colorful and well made the folder game is, the more appealing it will be to the child and the more it will be used. In the construction of folder games, the best paper to use is wall paper as it is colorful and extra strong for long lasting use. Stick on letters and numbers save an enormous amount of time and look neat and uniform. In pasting on figures rubber cement is the best medium to use as the figures don't roll or curl on the edges. Permanent markers are the best to use in drawing features or making letters as they will not fade or bleed through the contact paper.

The assistant teacher's presence on the instructional team encourages the construction of more material for classroom use. Monthly inservice make-and-take sessions can be a productive time as well as one which promotes team communication and learning. Reading and/or math textbooks may be utilized as sources for content in the construction of games as well as or resource books which can be compiled and housed in a special area for teacher review. Manipulative materials for instructional purposes can motivate the disinterested, challenge the interested and assist those who need remediation.

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(1) Judy Kirk, Folder Fun, Union County Child Development, New Albany,MS, 1981, pg. 2

## INDIVIDUALIZED INSTRUCTION

## FOLLOW-UP ACTIVITIES

1. Construct folder games from patterns provided in appendix E of this manual or others obtained from outside resource books.

2. Develop manipulative activities which encourage individual learning to transpire. Sources may include ideas and activities from teacher's guides or manuals.

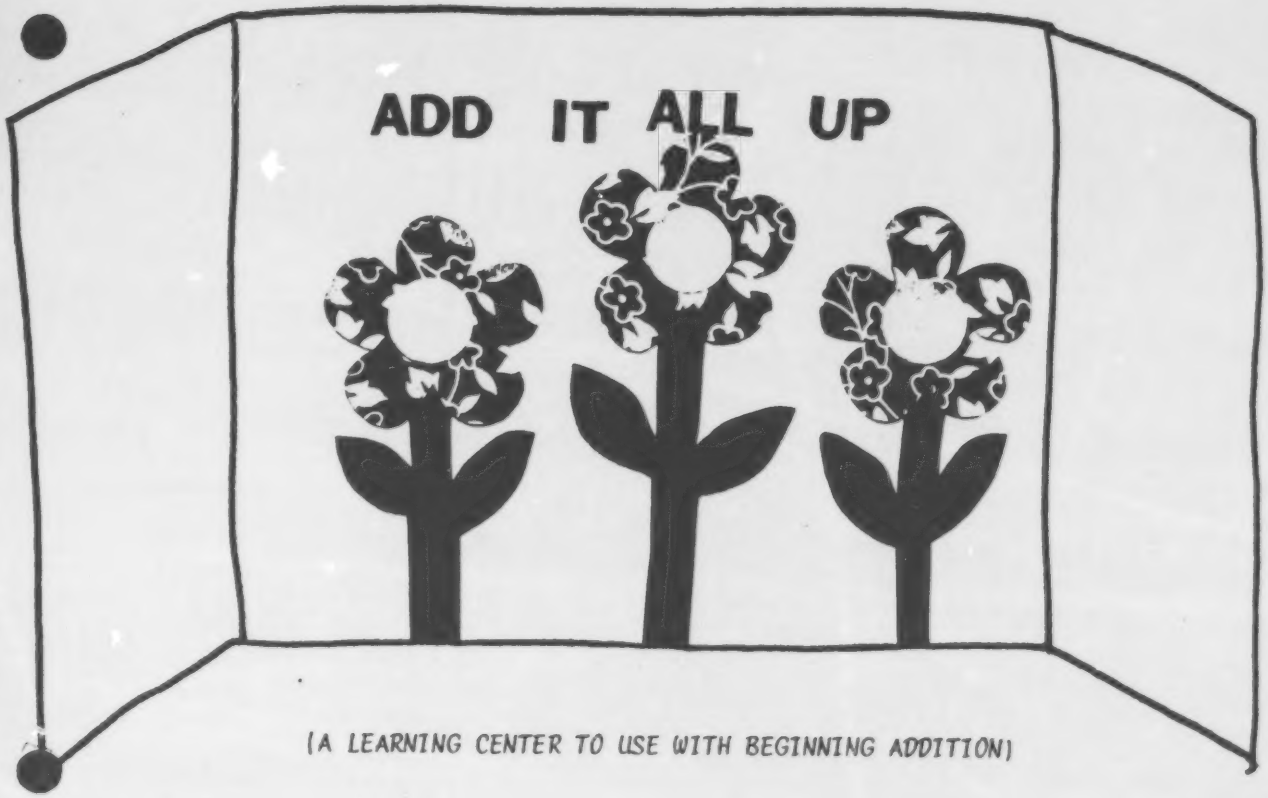
3. Develop a series of sequential activities to develop a skill objective using an audio tape and worksheets. Examples are provided in appendix F of this manual.

4. Utilize the handouts and resource material in appendix D-F of this manual through inservice sessions.

# APPENDICES

# APPENDIX A

## RESOURCE MATERIAL FOR CONSTRUCTING LEARNING CENTERS

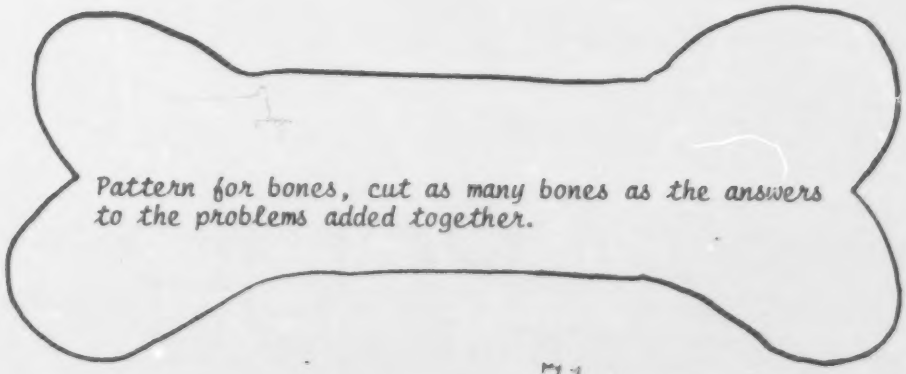



(A LEARNING CENTER TO USE WITH BEGINNING ADDITION)

DOG BONES

Construct a large dog. (Pattern given) Cut out mouth with an X-Acto knife so that child can put bones into mouth. Attach dog to a box so that he will stand up. Cut out bones for child to feed dog using pattern below. Make a small dog house and cut out a window so that you can slide a strip of paper with addition problem through it. (To make the window, just cut two slits the width of the paper strip about one inch apart.) Write simple addition problems on the strip.

HOW TO USE: The child slides the strip of problem until a problem appears in the window. He/she solves that problem and feeds the dog the correct number of bones. Example: 3+2= ? the child answers 5 and feeds five bones to the dog.



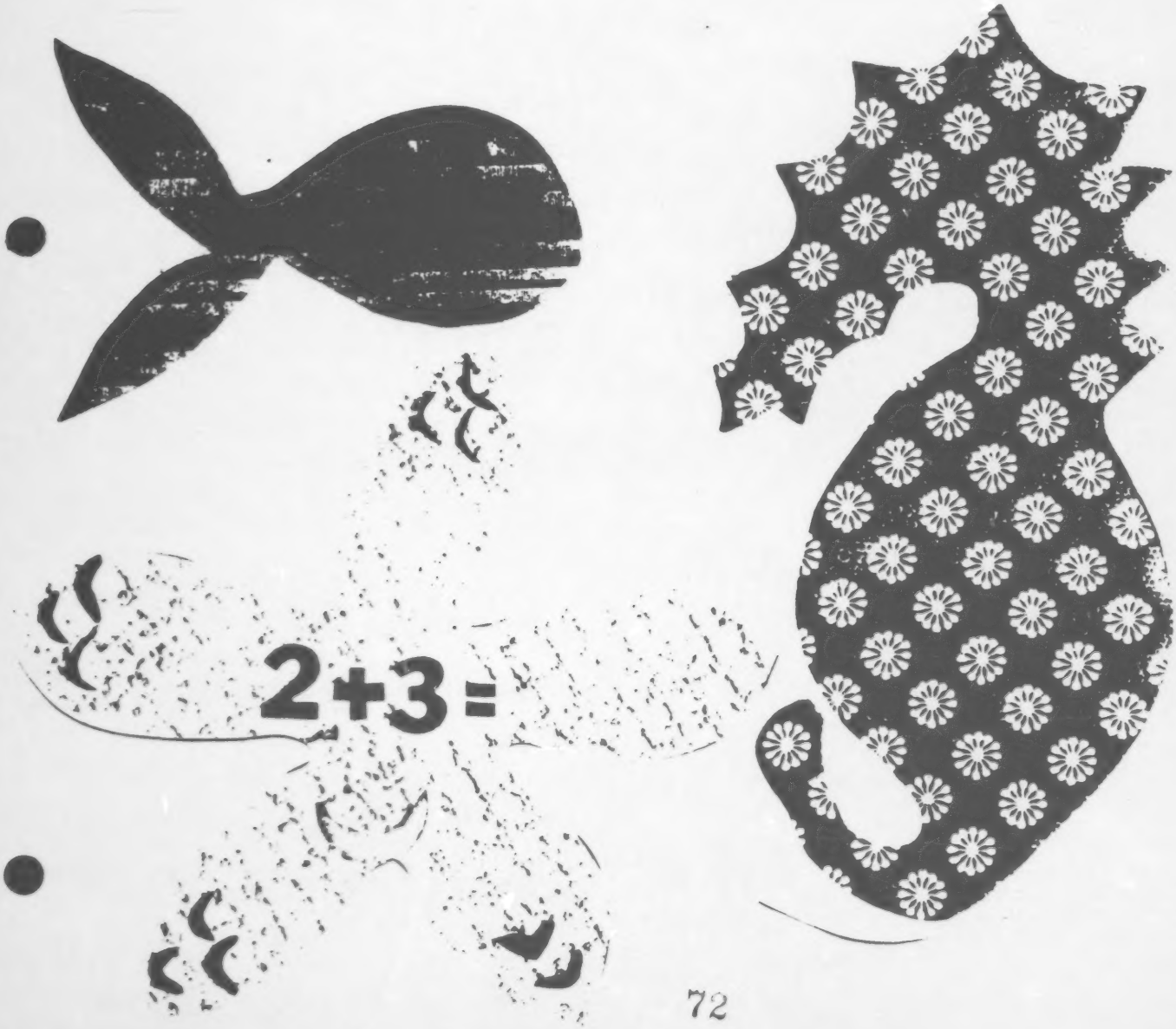
Pattern for bones, cut as many bones as the answers to the problems added together.

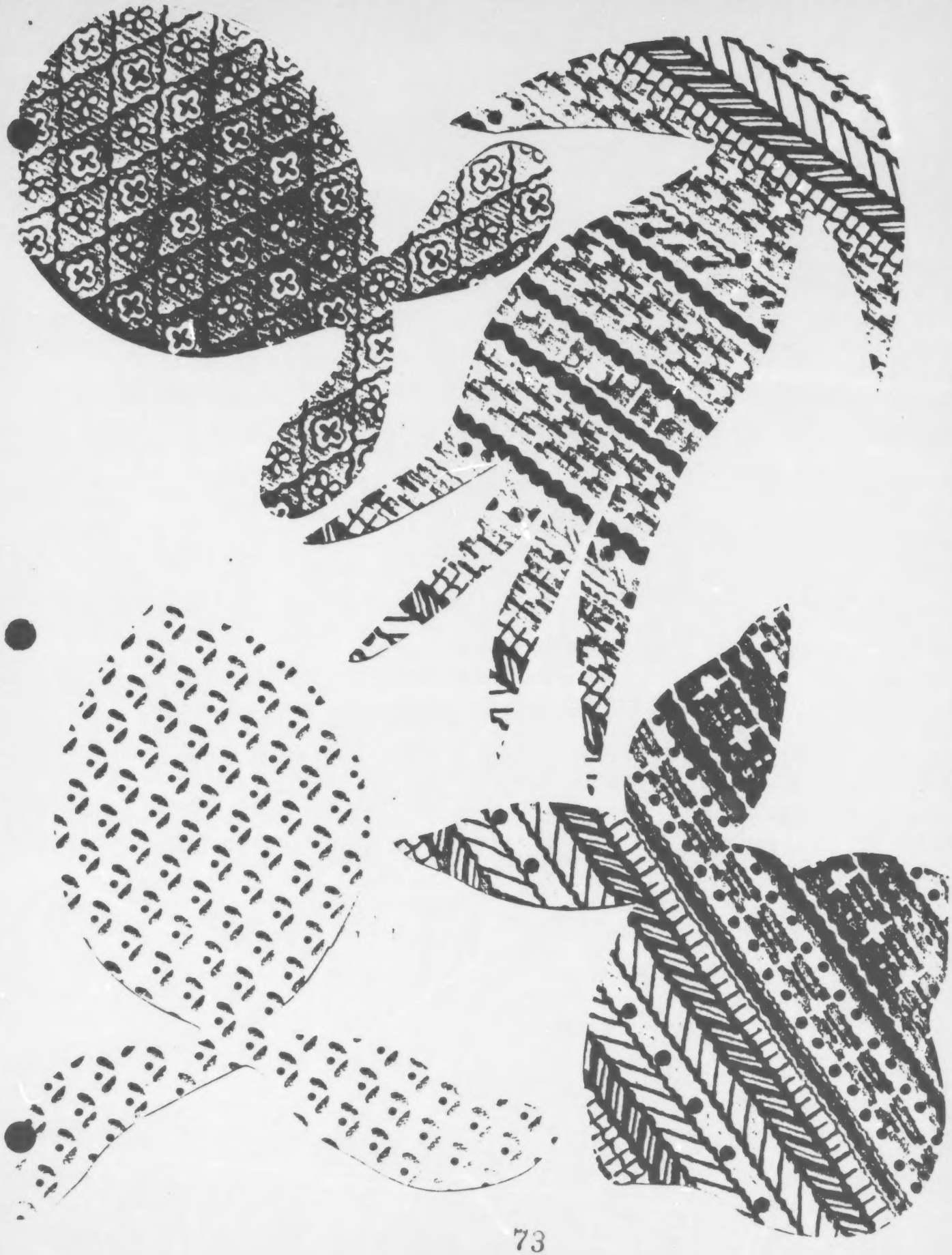
TEENY TINY BUBBLES (Poster board game)

Make a game board by cutting out fish shapes from wallpaper and gluing onto half a sheet of colored poster board (Blue to represent ocean). On each fish place an addition problem. Decorate bottom of board to represent ocean bottom. Cover entire board with clear contact paper.

HOW TO USE: The child solves the addition problem on the fish and places the appropiate number of bubbles by the fishes mouth. Bubbles are gummed reinforcements. When all the problems are solved, take off reinforcements and stick back on the paper they came off of so they can be used again.

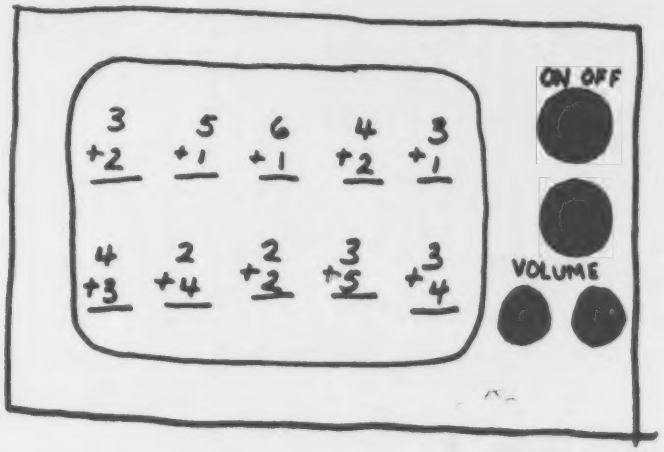
FISH PATTERNS ARE GIVEN BELOW. PURCHASE GUMMED REINFORCEMENTS AT ANY OFFICE SUPPLY OR DISCOUNT STORE.





T.V. ADDITION

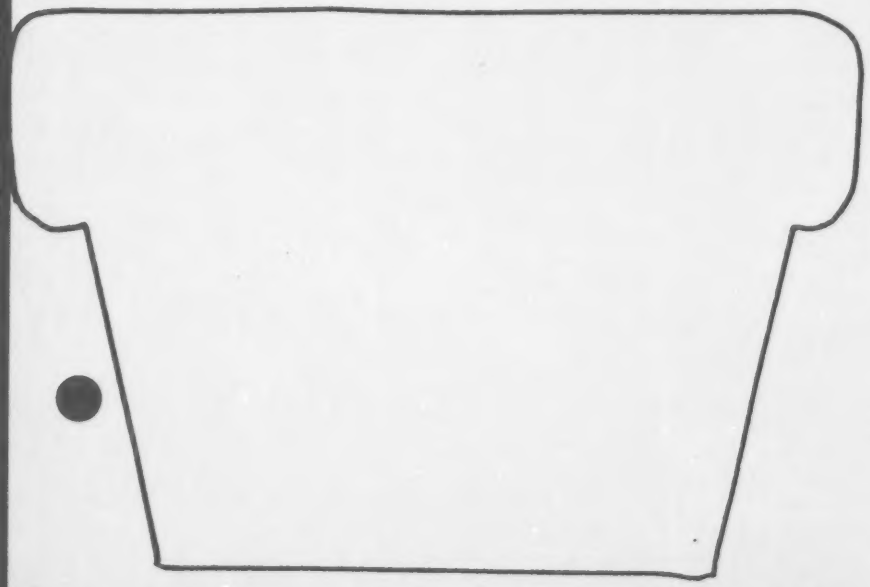
Make a T.V. set by cutting out a screen from the front of a file folder the desired size. Cover entire folder with woodgrain contact paper to look like a T.V. set. Make worksheets to insert in the T.V. by placing simple addition problems on small piece of poster board that will fit into the screen. On the back of the board place the correct answers to the problems so the activity will be self-checking. As the children progress, change the problems. Insert any worksheet in this T.V. for an educational program your children can tune in to.




FLOWER POT "ADDITION"

Cut out several flower pots from either wallpaper or colored contact paper. On the pots place simple addition problems. Attach each pot shape to a cardboard cylinder approximately three inches around. Make flowers by cutting out of wallpaper and attaching to a craft stick that has been painted green to represent stems of flowers.

HOW TO USE: The child selects a pot for flowers. He looks at the addition problem on the pot and counts that many flowers and places them into the pot.

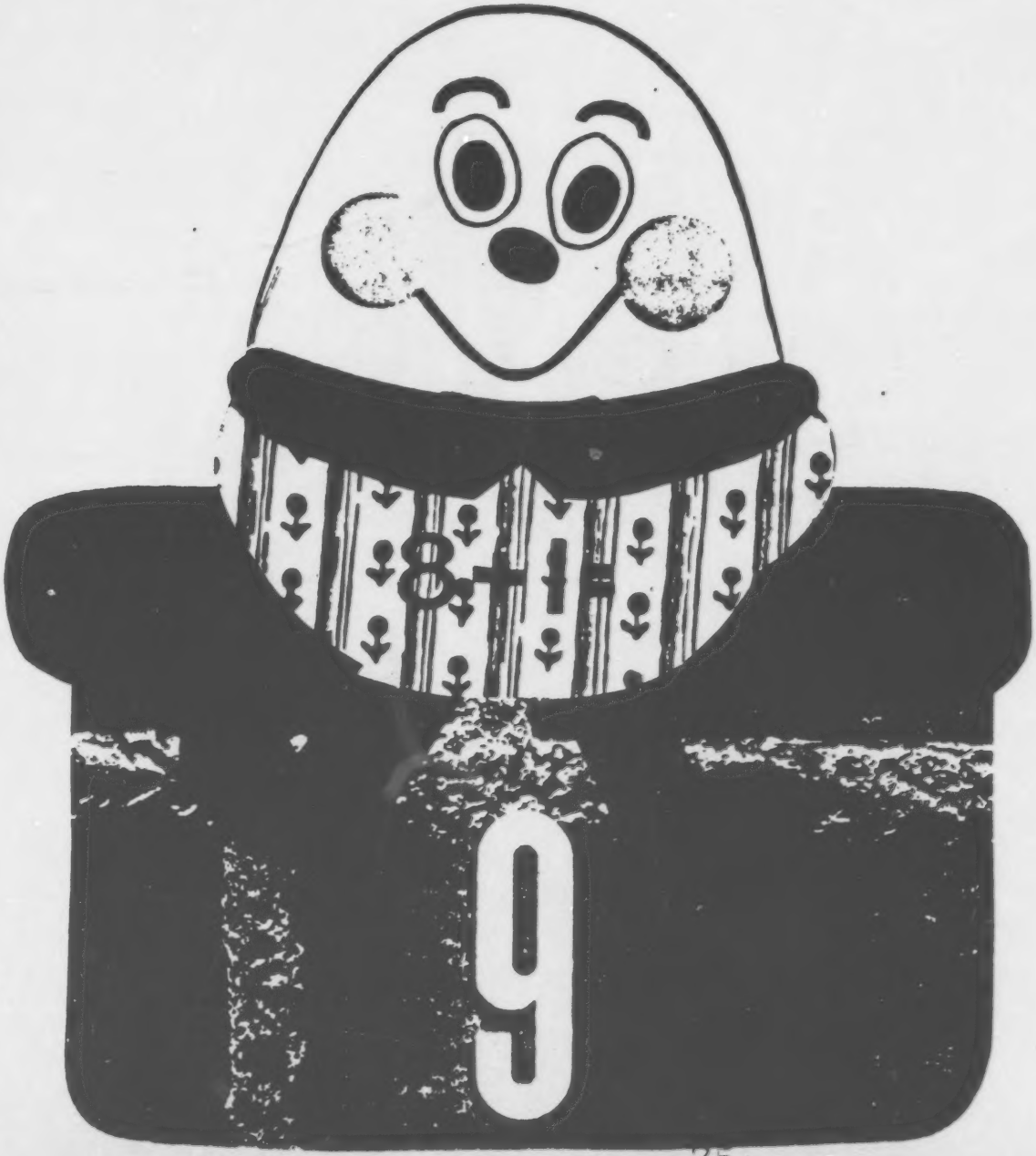


HUMPTY DUMPTY'S WALL

Make several Humpty Dumptys using wallpaper and poster board on the pants of each place an addition problem. Cover with clear contact. Make the same number of walls and on each wall place the answer to one of the addition problems. Cover with clear contact.

HOW THE CHILD CAN USE: Humpty Dumpty needs a wall to sit on and relax. Help him find the correct wall by solving each addition problem and placing each Humpty on the correct wall.

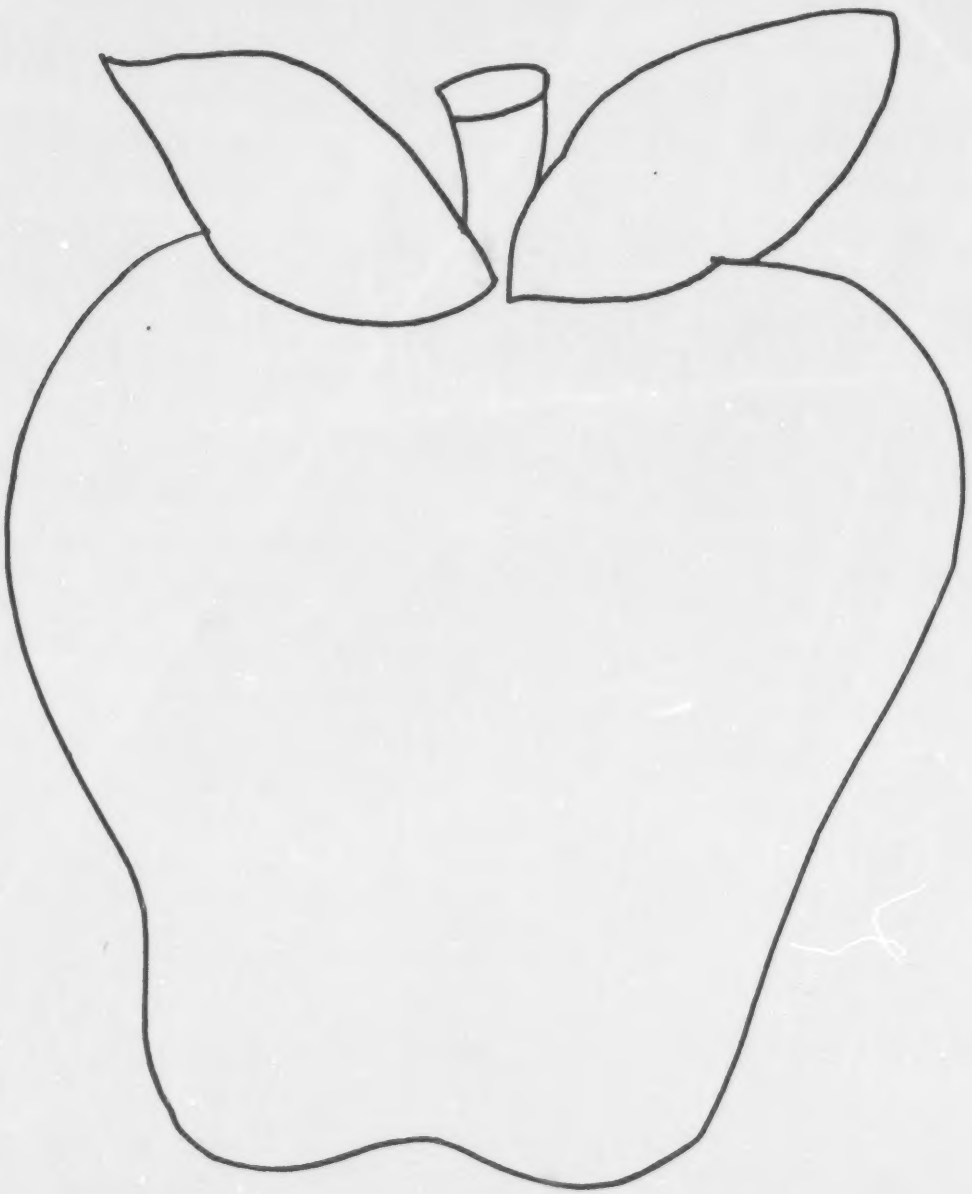
To make self correcting make an answer key and place in the game container.



SELF CHECKING APPLES

Cut out apple shapes for this activity from red poster board. On each apple place a simple addition problem. At the bottom of the apple, punch three holes and write three possible answers above the holes. On the back of the apples circle the correct answer hole. Cover with clear contact.

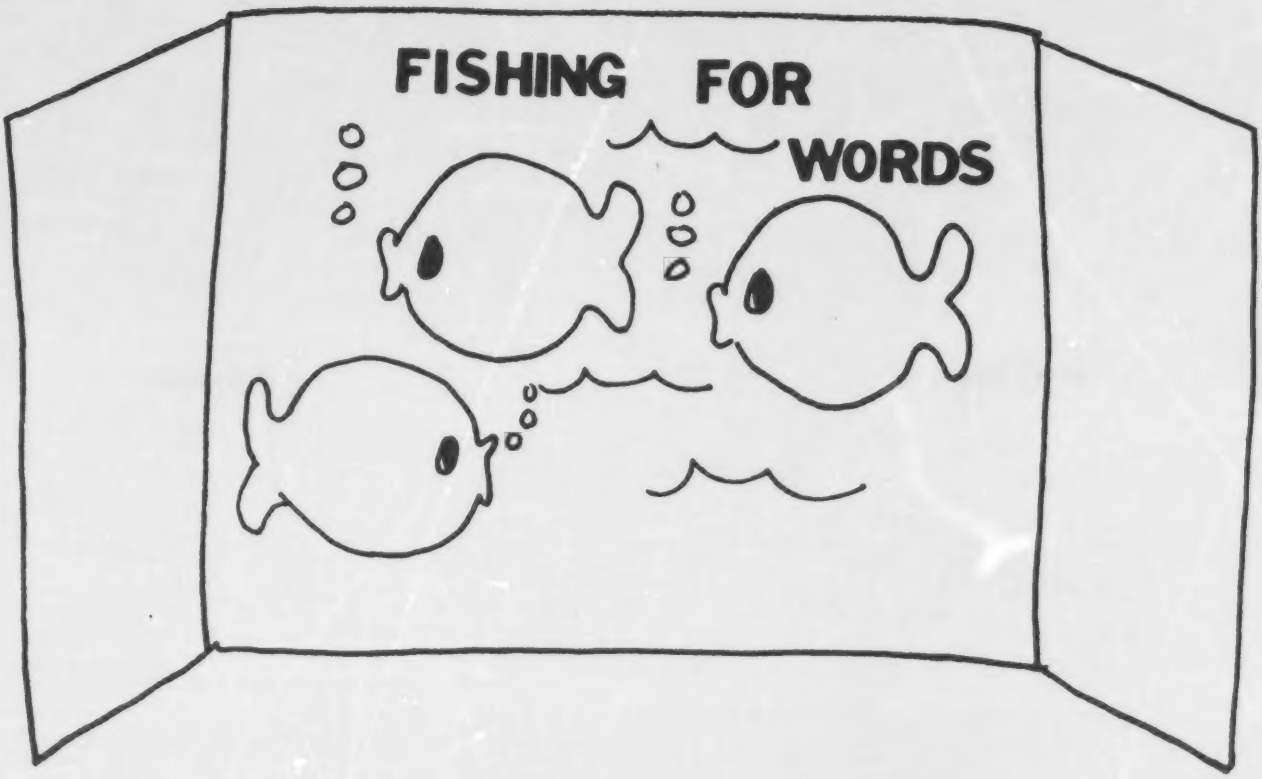
HOW TO USE: The child inserts a pencil into the hole that they think is the correct answer to the addition problem. Then they turn over the apple to check their answer.



ADD IT UP (A FOLDER GAME)

On the inside of a file folder place several clowns. (Use pattern below) On the clown's hat, place a simple addition problem. Cover entire folder with clear contact. Cut out the same number of bow ties as you have clowns. On each tie, place an answer to the addition problems on the hats. Cover with clear contact paper and cut out. Decorate front of folder and place manilla envelope, covered with patterned contact, on the back of the folder to store ties in.

HOW TO USE: The child looks at the addition problem on the hats and solves them, he places the correct tie with each clown.



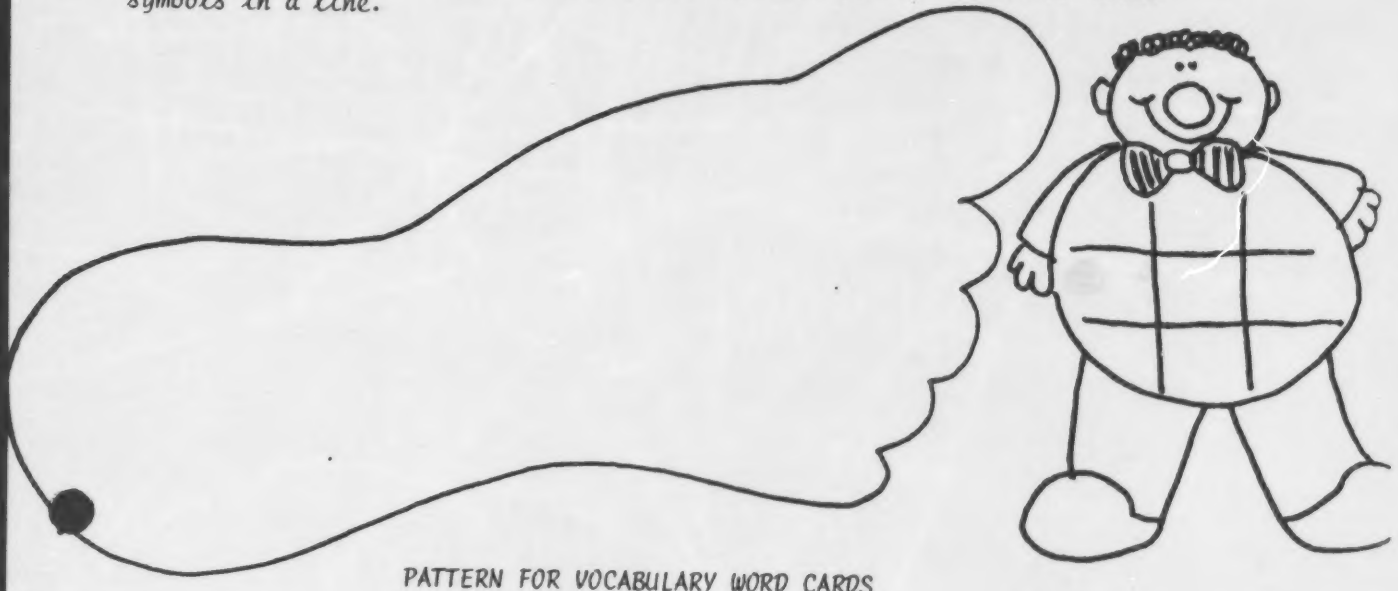

A LEARNING CENTER USING THE
VOCABULARY WORDS FROM A MAGIC BOX

OLIVER OCTAPUS

Cut an octapus using heavy cardboard and spray paint green. On each leg glue a picture of something that represents one of the vocabulary words. Attach self sticking hooks below each picture. Cut out eight fish shapes and print a vocabulary word on each fish. The children hang the fish with the correct word on each leg. Example on the leg with a picture of a ladder the child places the fish with the word ladder printed on it.

TIC TAC JACK

Construct a tic tac toe game board in the shape of a fat man, pattern is given. Cover with clear contact. Cut out six O shapes and six X shapes using wallpaper of two patterns. Cut out feet shapes using pattern below and print vocabulary words on the feet shapes. To play, two children share the tictac toe grid as they take turns selecting a foot shape from a box, if they can correctly read the vocabulary word they place their symbol on the grid. Continue as any tic tac toe until someone has three symbols in a line.

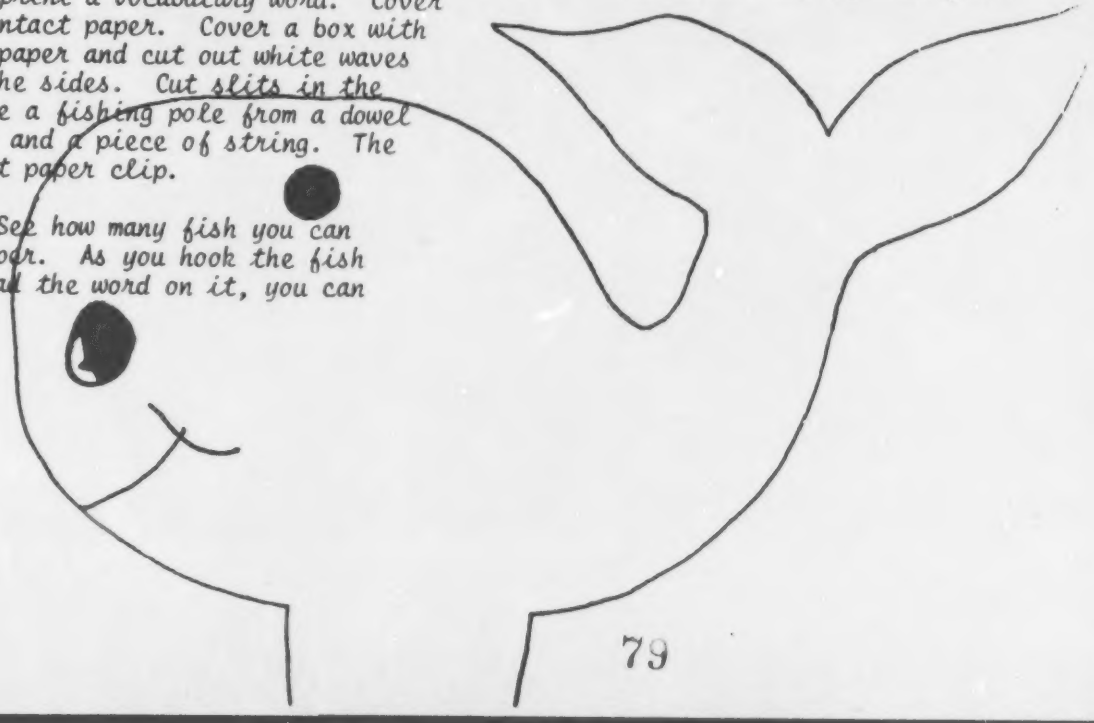


PATTERN FOR VOCABULARY WORD CARDS

FISHING FOR WORDS

Cut out fish from poster board as shown below. Punch a hole in the top of each fish. On each fish print a vocabulary word. Cover with clear contact paper. Cover a box with blue contact paper and cut out white waves to place on the sides. Cut slits in the box top. Make a fishing pole from a dowel rod or pencil and a piece of string. The hook is a bent paper clip.

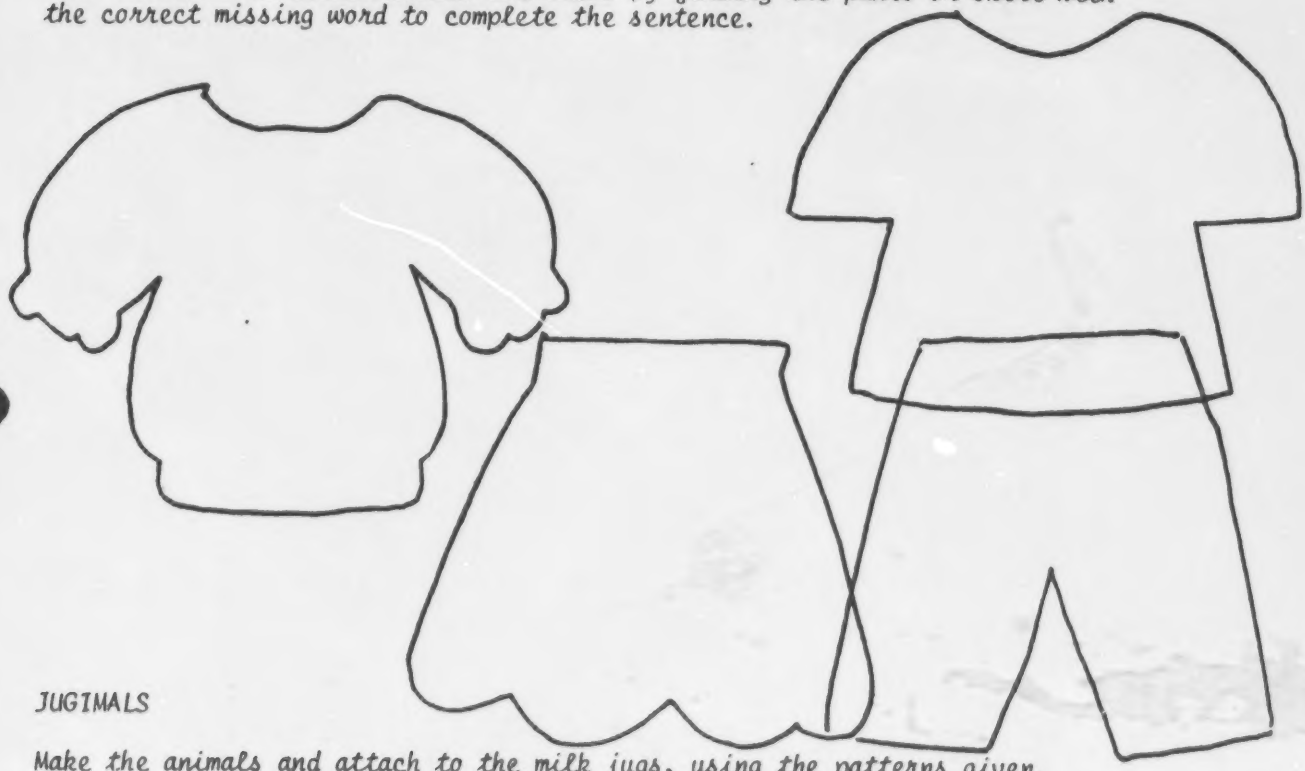
HOW TO USE: See how many fish you can catch for supper. As you hook the fish if you can read the word on it, you can keep it.



HANG IT OUT (A folder game)

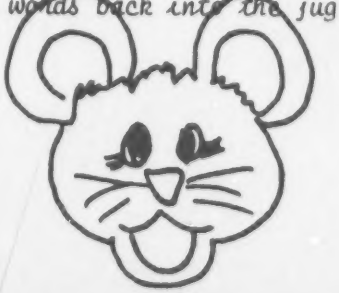
On the inside of a file folder place a clothes line. Cut out several shirts and blouses from bright colored paper. On each item of clothing, write a sentence with a blank to fill in. (The blank should be one of the vocabulary words) Example: I can ride the _____. Bike would be the word. Attach the shirts and blouses to the clothes line. Cover entire folder with clear contact. Cut out the same number of pants and skirts and place the missing vocabulary words on each. Cover with clear contact. Decorate the front of the folder and place small manilla envelope on the back of the folder to hold the skirts and pants.

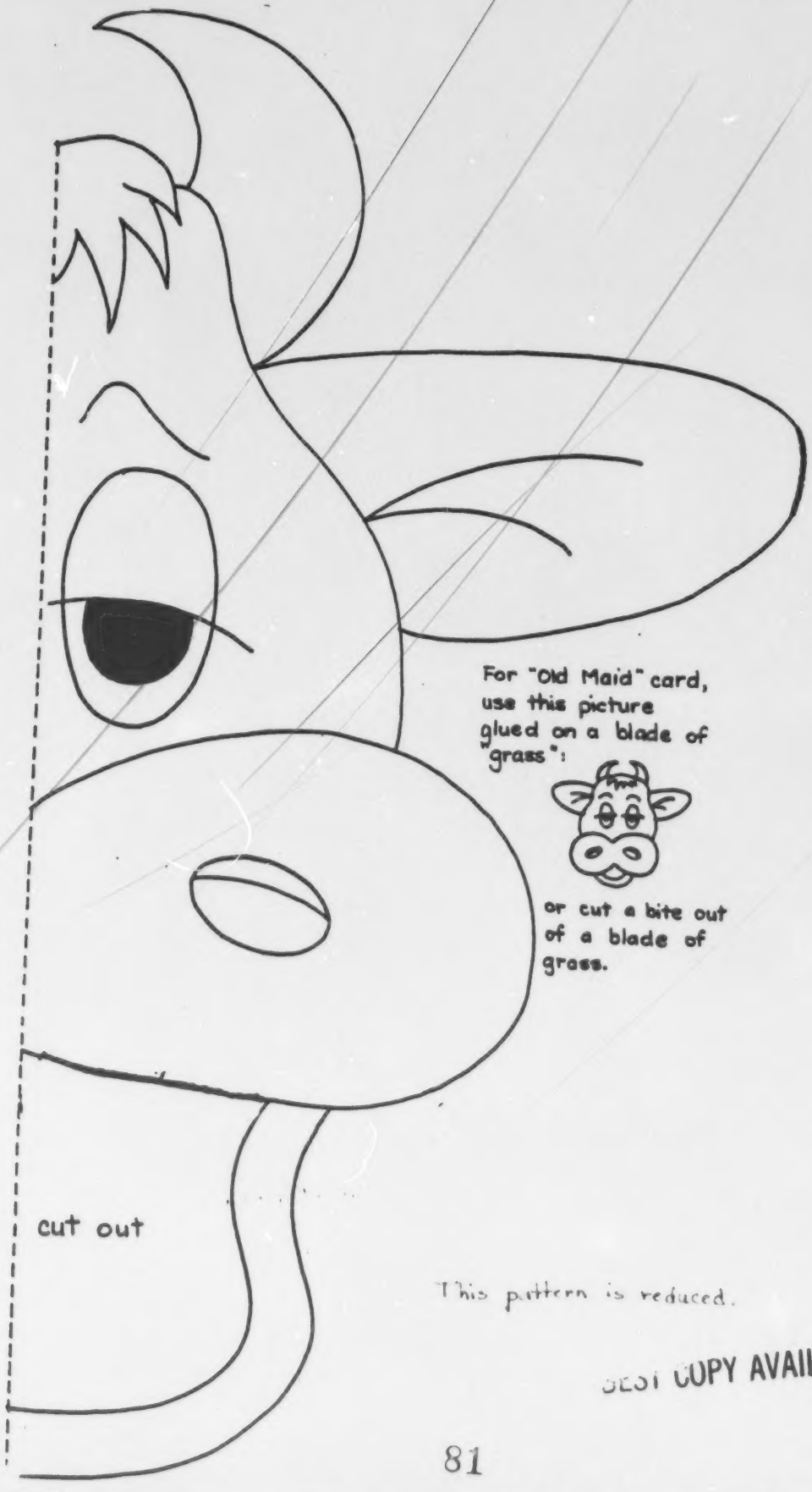
HOW TO USE: The child matches the items by finding the pants or skirt with the correct missing word to complete the sentence.



JUGIMALS

Make the animals and attach to the milk jugs, using the patterns given. Make a set of vocabulary cards. TO PLAY: The child turns over all the cards then selects, one card at a time, if he can read the word on the card, he may feed the animal that card. Cards with words that the child cannot read are place in a pile and the teacher knows which words to work with the child on. Another way to play is similar to "Old Maid's". Make an additional card with a symbol to represent the old maid card. All cards are placed into the jug. Two children take turns drawing cards from the jug. If they can correctly read the words, they get to keep the card. If not they must return it to the jug. If the card with the old maid symbol is drawn, the person must return all his vocabulary words back into the jug.






This pattern is reduced.

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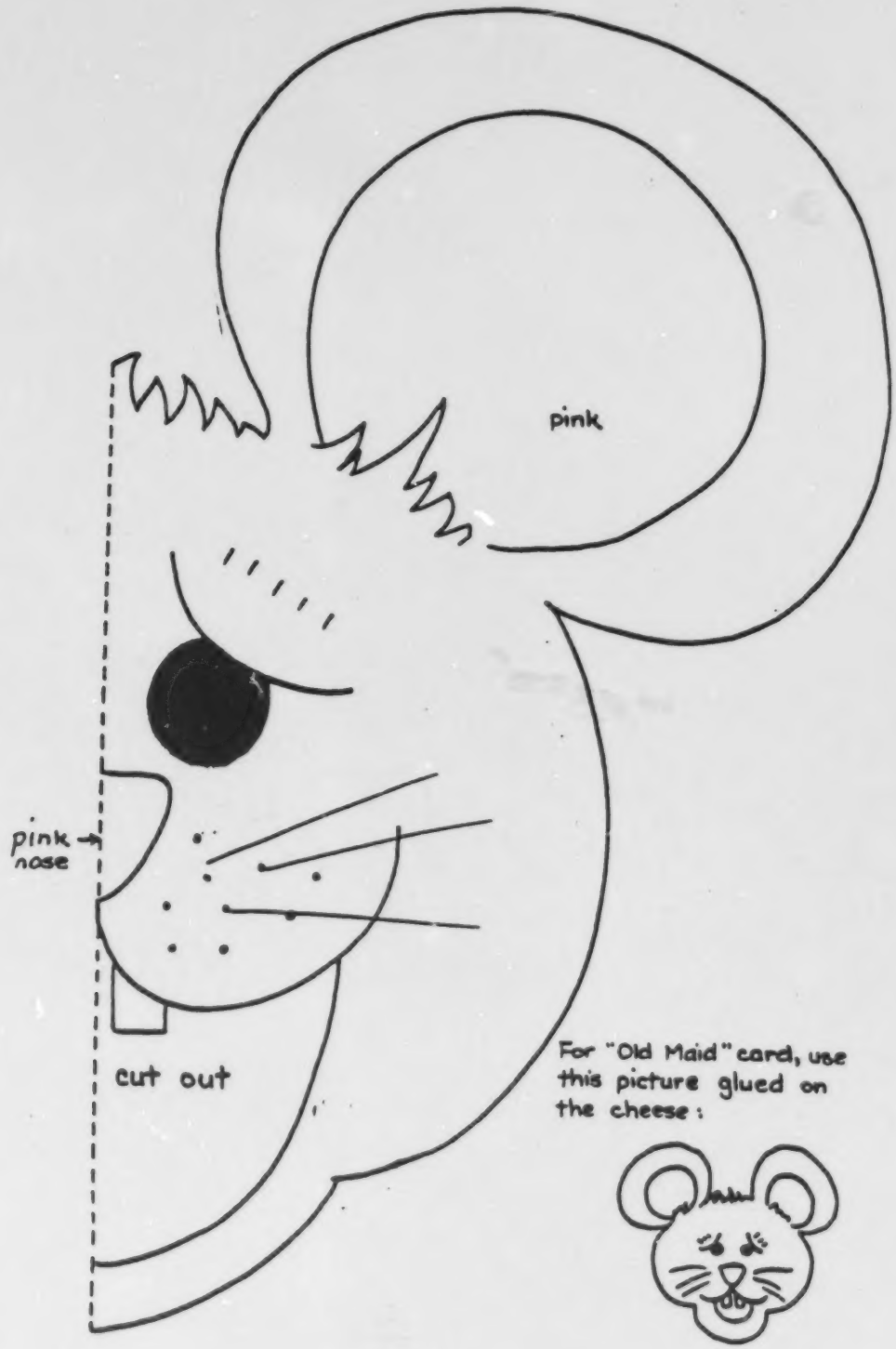



For "Old Maid" card, use this picture glued on the cheese:



This pattern is reduced.

## LEARNING CENTERS

The itemized list below outlines materials and cost for construction of the two learning centers, ADD IT ALL UP and FISHING FOR WORDS.

MATERIALS PURCHASED:

| | |
|---|---|
| Glue Stick 2 @ .73 | $ 1.46 |
| Stick on letters 4 @ 1.90 | 7.60 |
| Gummed reinforcements | .58 |
| Poster Board 6 @ .24 | 1.44 |
| Contact Paper 2 @ 1.96 | 3.92 |
| Contact Paper 4 @ 1.97 | 7.88 |
| File Folders 7 @ .20 | 1.40 |
| Craft Sticks | 1.96 |
| Plastic Cup Hooks | .72 |
| Markers | .94 |
| Spray Paint | .97 |
| Manilla Envelopes | .77 |
| TOTAL MATERIALS PURCHASED | $29.64 |

MATERIALS THAT CAN BE UTILIZED IN THE
DEVELOPMENT OF LEARNING CENTERS THROUGH
TEACHER-MADE ACTIVITIES

Basic Material List

The materials listed below may be utilized in the construction of learning centers.

Manilla Envelopes

Construction Paper

Poster Board

Corregated Cardboard

Cardboard Boxes

Scissors

Contact Paper

Cardboard Cutting Board
(Purchased at Fabric Store)

Glue

Rubber Cement

Stick on Letters

Gummed reinforcements

Craft Sticks

Picture Hangers

Film Strips

Records

Film Strip Projector

Record Player

Encyclopedias

Dictionaries

Sentence Strip Tape

Manipulative Objects for
Counters

Flannel Board

Teacher Resource Books

Teacher's Manuals that
accompany text

Shoe boxes

Plastic Cup Hooks

Markers

Masking Tape

Carpet Tape

Electrical Tape

Cassette Tapes

Pens

Stencils for Letters and Numberals

Cataloges

Telephone Directories

Library Books

Spray Paint

Chart Paper

Tape Recorder

Pencils

Magazines

Comics

Travel Brochures

Newspapers

# APPENDIX B

## RESOURCE MATERIAL FOR COOKING ACTIVITES

## RESOURCE BOOKS TO ASSIST TEACHERS IN PLANNING COOKING ACTIVITIES IN THE CLASSROOM

Betty Coody, Using Liturature with Young Children, Second Edition, William C. Brown Co., Dubugue, Iowa
Approximate Cost: $10.00

Jill Coudron, Alphabet Puppets. Pittman Learning, Inc., Belmont, AS
Aproximate Cost: $6.95

Barbara Johnson and Betty Plemons, Individiual Child Portion Cup Cooking, Gryphon House Inc., 3706 Otis St., Mt. Rainier, MD 20822
Approximate Cost: $2.95

Gail Lewis and Jean Shaw, Recipes for Learning, Goodyear Publishing Co., 1640 Fifth Street, Santa Monica, CA 90401
Approximate Cost: $15.00

Mississippi Child Care Food Program, Mississippi State Department of Education, Division of Administration and Finance, Jackson, MS

Sharing MACUS Secrets, Mississippi Associaiton On Children under Six, P.O. Box 9824, Jackson, MS 39206
Approximate Cost: $12.00

## RECIPES FOR CLASSROOM ACTIVITIES

### HOMEMADE BUTTER

Pour ¼ cup whipping cream into each of 4 baby food jars. Add a few grains salt and 1 drop food coloring to each jar. Tightly close each jar. Now shake. Butter will form after several minutes. Pour off any liquid. Serve immediately, or chill and then serve. - Recipes for Learning.

### PEANUT BUTTER CANDY

3 oz. peanut butter
1 stick margarine
1 lb. powered sugar
1 T. vanilla flavoring
Food Coloring

Blend together peanut butter, margarine, sugar and vanilla. Roll with hands to make shapes like the ones below. Food coloring may be added if desired. This candy can be made into pumpkins, apples, wreath, etc.
Recipes for Learning.

### WALKING SALAD

Half and core an apple. Place one spoonful of peanut butter in middle. Add raisins or miniature marshmallows to create a face. - Recipes for Learning.

### SQUEEZE BOTTLE PANCAKES

Wash and dry a clear plastic detergent or shampoo squeeze bottle. Make think pancake batter (use box mix). Allow children to squeeze out batter in the shape of a letter or numeral on the hot griddle or fry pan.
Sharing MACUS Secrets

### FRUIT SALAD

2 medium cans fruit cocktail
1 medium can pineapple chunks
1 small package marshmallows
1 container of sour cream

Drain Fruit and combine sour cream and marshmallows.

# APPENDIX C

## INSTRUCTIONAL TELEVISION UTILIZATION SERVICES

# Utilization Services

Mississippi ETV makes available to the schools in Mississippi a utilization staff dedicated to helping schools make the most effective use of instructional television.

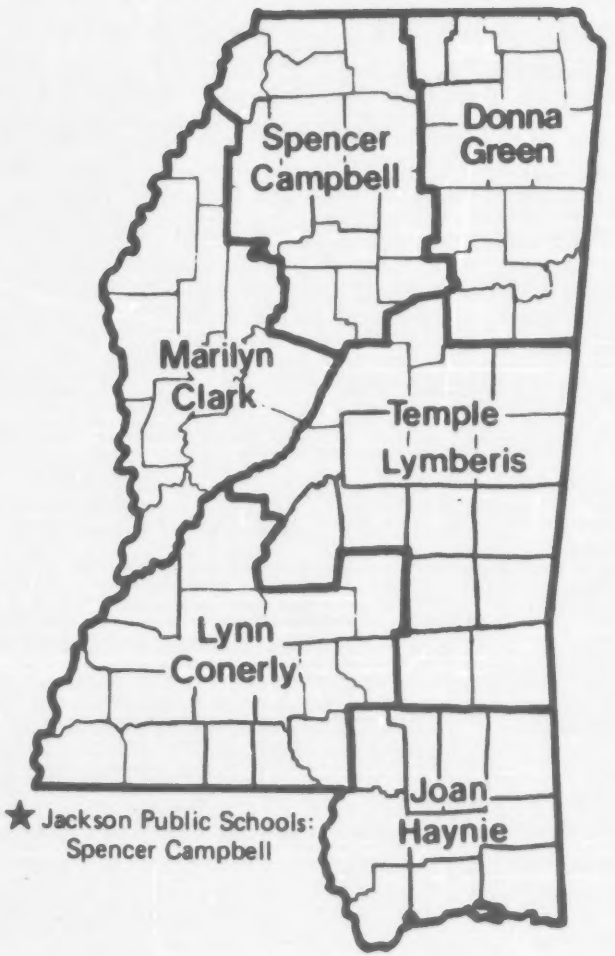
Six Utilization Specialists, each assigned to a particular region of Mississippi (see map), work directly with school administrators, teachers, students and parents. They provide a variety of services.

These services--all free of charge--include:

- ASSISTANCE IN PLANNING a total school schedule to maximize equipment use.
- GENERAL ITV UTILIZATION WORKSHOPS to show program samples, explain the use of support materials and demonstrate the incorporation of ITV into the curriculum.
- SERIES ORIENTATION WORKSHOPS which concentrate on one ITV series or curriculum.
- CLASSROOM DEMONSTRATIONS involving student participation.
- CONSULTATIONS with individuals or small groups.
- DISTRIBUTION AND DELIVERY OF TEACHERS' GUIDES and other support materials.
- ITV ORIENTATION WORKSHOPS for student teachers.
- CRITICAL TELEVISION VIEWING SKILLS WORKSHOPS for teachers, students and parents.
- PRESENTATIONS TO PARENT-TEACHER ORGANIZATIONS

For utilization services write or call your regional Utilization Specialist or contact:

Willie J. Tucker
Coordinator of Utilization and Support Services
Mississippi ETV
P. O. Drawer 1101
Jackson, Mississippi 39205
Telephone: (601) 982-6565



ADDENDUM TO ITV SYNOPSIS

THE SERIES LISTED BELOW HAVE BEEN DROPPED FROM THE ITV SCHEDULE FOR 1984-85:

| | |
|---|---|
| READING | READALONG III |
| MATHEMATICS | THE MEASURING SHOW<br>MATH COUNTRY<br>MATH WAYS |
| SCIENCE | DRAGONS, WAGONS, & WAX |
| SOCIAL STUDIES | RIPPLES |

THE SERIES LISTED BELOW HAVE BEEN ADDED TO THE ITV SCHEDULE FOR 1984-85:

LANGUAGE ARTS

CURSIVE HANDWRITING — Grades 2-3 — Twenty-two 15-Min. Lessons

The CURSIVE HANDWRITING television series is designed to serve as the base for a classroom handwriting course that makes the transition from manuscript to cursive writing an easy and enjoyable experience. Direct instruction, letter animation and graphics are used to introduce letters and words that can easily be practiced by the students during and after the television lesson. The series is compatible with the Zaner-Bloser method of handwriting and the Palmer method.

MATHEMATICS

MATH CYCLE — Grades 2-3 — Sixteen 15-Min. Lessons

MATH CYCLE is designed to present basic mathematics concepts and skills. The series has also been designed to involve students in responding to questions posed by the television teacher.

READING

READING RAINBOW — Grades 1-2 — Twenty 30-Min. Lessons

READING RAINBOW'S goal is both to involve and motivate children to read good books for themselves, and to help reinforce or extend their reading experiences. The series features an on-camera host, Le Var Burton, who received his fame in the award-winning mini-series ROOTS.

# APPENDIX D

## LIST OF RESOURCE BOOKS FOR DEVELOPING INSTRUCTIONAL ACTIVITES

## RESOURCE BOOKS TO BE UTILIZED IN THE DEVELOPMENT OF INSTRUCTIONAL ACTIVITIES

Michele Borlea and Dan Ungaro, The Complete Letter Book, Good Apple Inc., Box 299, Carthage, IL 62321.
Approximate Cost: $7.95

Jane Caballero, Vanilla Manila Folder Games, Humonies, P.O. Box 7447, Atlanta, GA 30309
Approximate Cost: $15.00

Patti Carson and Janet Dellosa, All Aboard for Readiness Skills, Carson-Dellosa Publishing, Inc., Akron, Ohio 44309
Approximate Cost: $9.50

Jill M. Coudron, Alphabet Activities, Pittman Learning, Inc., Belmont, CA
Approximate Cost: $10.00

Bonnie Mack Flemming and Darlene Hamilton, Resources for Creative Teaching in Early Childhood Education, Harcout Brace Jovanovich, Inc., New York
Approximate Cost: $22.95

Imogene Forte, Think About It!, Incentive Publications, Inc., Nashville, TN
Approximate Cost: $5.95

Imogene Forte, Joy Mackenzie, and Mary Jo Collier, Kid's Stuff, Incentive Publications, Inc., Nashville, TN
Approximate Cost: $10.95

Judy Kirk, Folder Fun, Union County Child Development, New Albany, MS
Approximate Cost: $5.00

Jean Marzollo, The Big Fearon Early Learning Book, Pittman Learning, Inc., Belmont, CA
Approximate Cost: $17.95

Sharing MACUS Secrets, Mississippi Association on Children Under Six, Post Office Box 9824, Jackson, MS 39206
Approximate Cost: $12.00

Jean Shaw, Sandra Ford, Carolyn Hopkins, Beverly Moffit and Judy Kirk, Walk Through and See, Mississippi Association on Children Under Six Post Office Box 9824, Jackson, MS 39206
Approximate Cost: $5.00

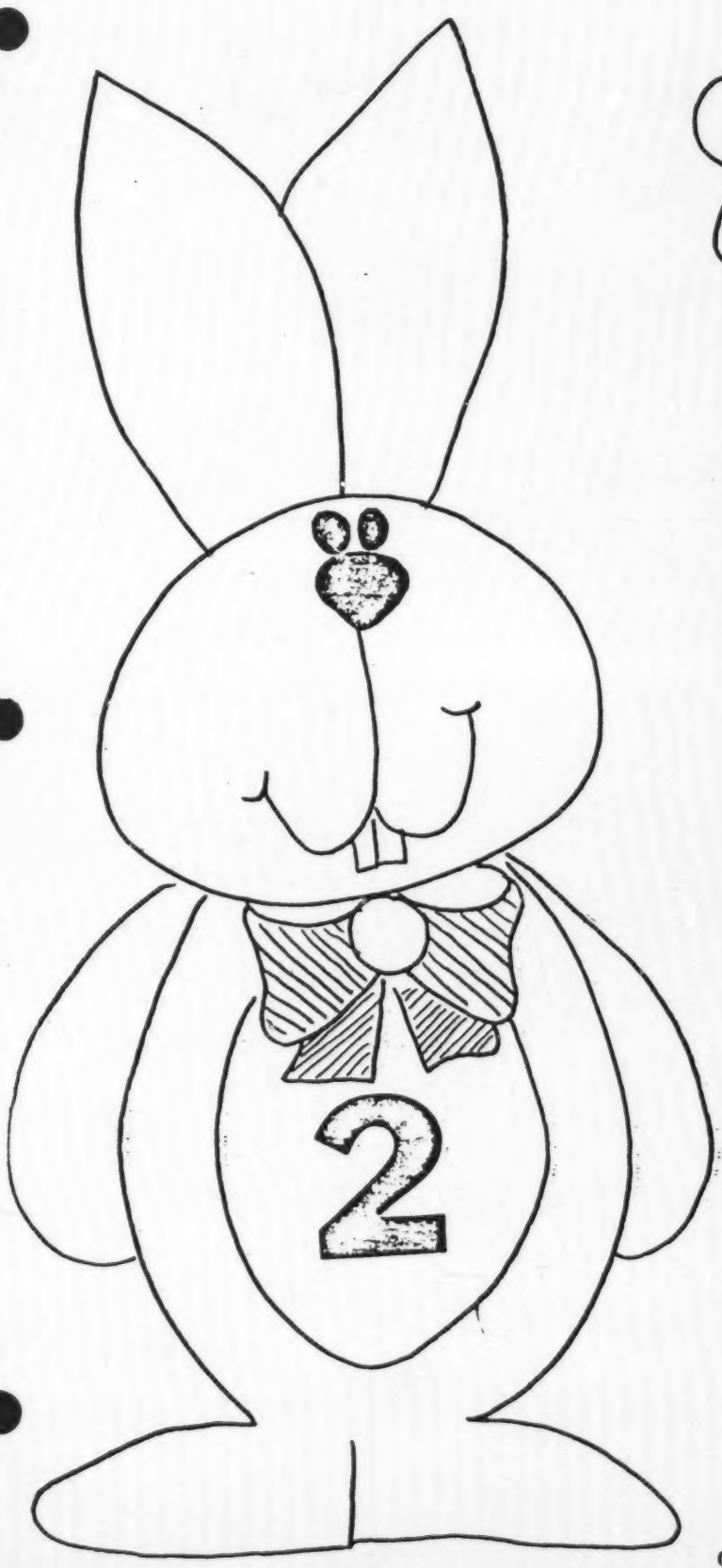
# APPENDIX E

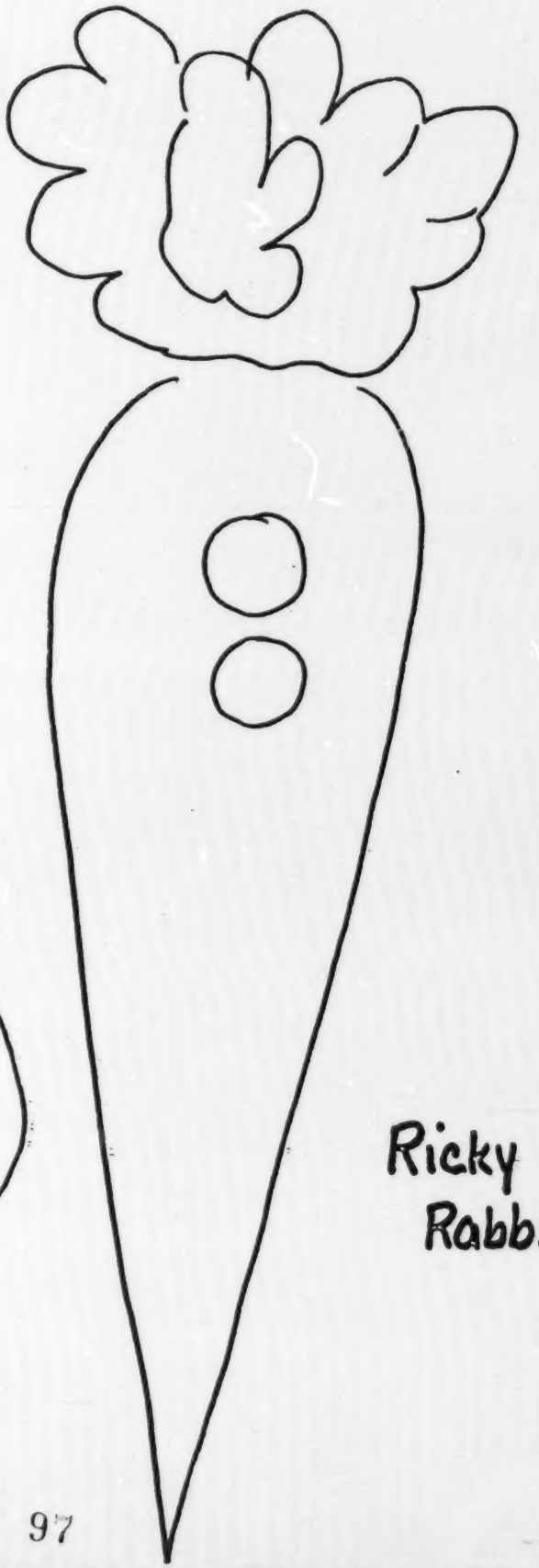
## PATTERNS FOR FOLDER GAMES

RICKY RABBIT (NUMBER AND NUMBER DOTS)

Cut out 10 rabbits and 10 carrots. Place numbers on the rabbits and number sets on the carrots. Make a garden scene inside the folder. Cover with clear contact. INSTRUCTIONS: Ricky Rabbit loves carrots but he is fussy about which carrot he eats. He will only eat the carrot that has the same number dots as the number on his stomach. Can you help him find his carrots? Hurry because Ricky is very hungry and becomes grumpy when is is hungry.

Judy Kirk, Folder Fun, Union County Child Development, New Albany, MS, 1981.



Ricky Rabbit

ANGIE AND DINKY

DINKY AND ANGIE (Number Recognition)

Trace ten devils and ten angels. On each devil place numbers one through ten. On each of the angels place a corresponding number of dots. Make a heavenly scene on the inside of a folder. Make a cloud for Angie and a red line for Dinky. Cover with clear contact. Decorate outside of folder and cover with clear contact. Glue on envelope for storage.

INSTRUCTIONS - Although Dinky Devil and Angie Angel disagree about certain things they have become close friends. Dinky and Angie are going to a party next weekend and carrying their brothers and sisters. They are choosing partners not and you can help. Look at the number sets on the angel's gowns and the numbers on the devil's suits. Find the devil that has the same number as the dots on the sngels.



Judy Kirk, Folder Fun, Union County Child Development, New Albany, MS, 1981.

## SHEEP FAMILY

### Matching Capital And Lower Case Letters (A-M)

**OBJECTIVE:** The student will be able to match capital letters to corresponding lower case letters.

**DIRECTIONS:** All the baby lambs in the flock are staying very close to their mothers until they learn their way around the farmyard. You can tell which sheep belong together by the letters on their sides. Look at the capital letter on each mother sheep. Find the same lower case letter on the baby lamb. Match the correct sheep and lamb. Mother sheep will be very thankful for your help.

**HOW TO MAKE:** Trace 13 large sheep and 13 lambs. On the large sheep print one of the following capital letters: A B C D E F G H I J K L M. On the small lambs print one of the following lower case letters: a b c d e f g h i j k l m. Glue the objective and the directions onto the learning activity container.



Carson, Patti and Janet Dellosa, All Aboard for Readiness Skills, 1982.

## BEAR FAMILIES

### Matching Capital and Lower Case Letters (N-Z)

**OBJECTIVE:** The student will be able to match capital letters to corresponding lower case letters.

**DIRECTIONS:** Buckey Bear and his friends are trying to organize a baseball game. The bigger bears are being selfish about batting. They want to bat all the time but they have agreed to let the smaller bears pitch. Will you help the bears by matching them so they can pitch and bat? Look at the capital letter on each large bear. Find the small bear that has the same lower case letter. Match all the large bears to the correct smaller bears. Have a good game!

**HOW TO MAKE:** Trace 13 large bears and 13 small bears. On each of the large bears print one of the following capital letters: N O P ---- Z. On the smaller bears print one of the following lower case letters: n o p --- z. Glue the objective and the directions onto the learning activity container.

## FEED THE FISH

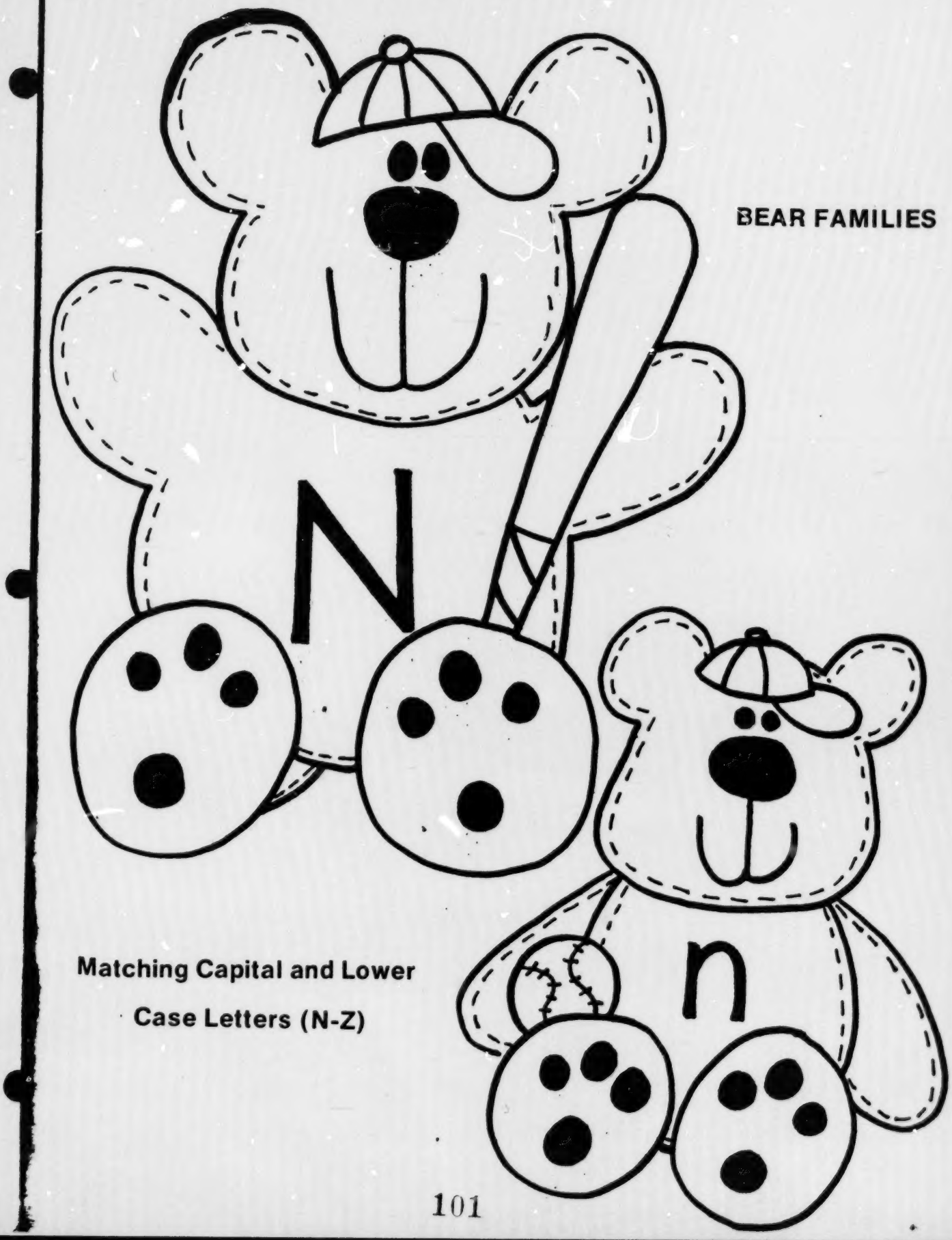
### Matching Capital And Lower Case Letters (A-M)

**OBJECTIVE:** The student will be able to match capital letters to corresponding lower case letters.

**DIRECTIONS:** Jaws is hungry and looking for his supper. He will only eat the fish that have the same letter as the one on his side. Would you like to feed him? Find the matching lower case letter and toss it into Jaw's mouth. Be careful you don't get your hand caught in his mouth. Watch that he doesn't eat you for dessert.

**HOW TO MAKE:** Trace 13 large fish and 13 small fish. On the large fish print one of the following capital letters: A B C --- M. On the smaller fish print one of the following lower case letters: a b c --- m. Glue the objective and the directions onto the learning activity container.

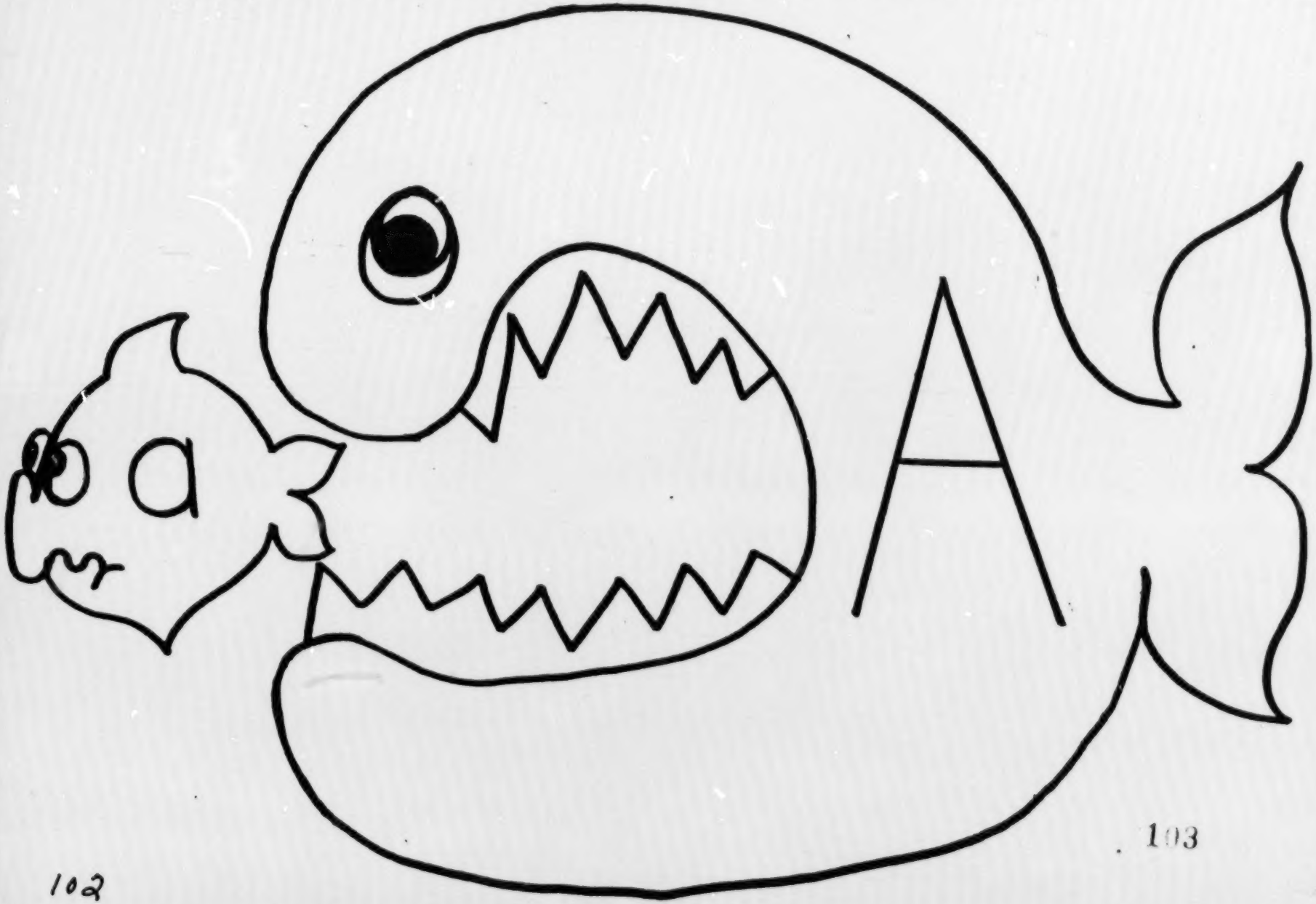
Carson, Patti and Janet Dellosa, All Aboard for Readiness Skills, 1982.




BEAR FAMILIES

Matching Capital and Lower Case Letters (N-Z)

***FEED THE FISH*** **Matching Capital And Lower Case Letters (A-M)**



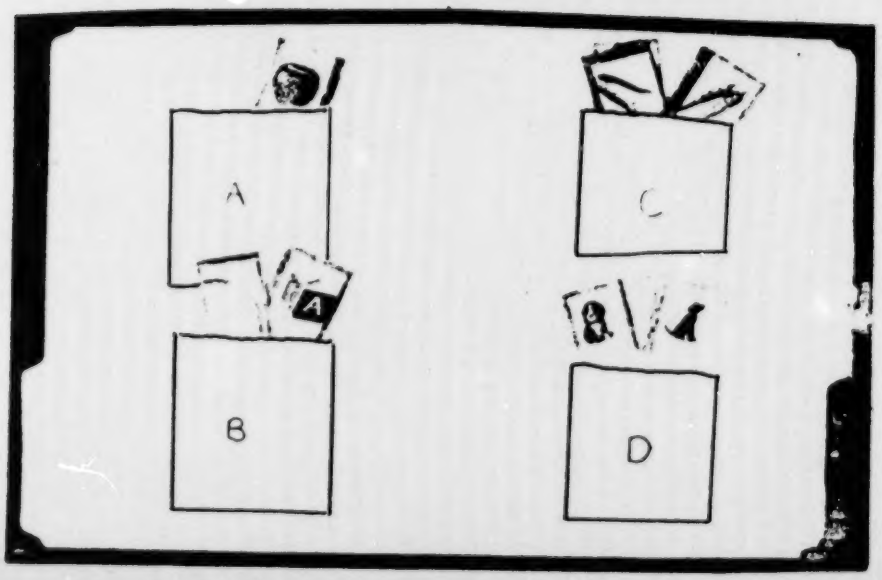
Name: Initial Sounds

Skill: Reinforcement of Initial Sounds A,B,C,D

Procedure: The child looks at the picture and decides what letter the picture begins with. He then puts it in the envelope denoting that sound. He can turn the card over for a self-correcting activity.

Variations: Initial sounds and intial blends may be extended.

Caballero, Jane, Vanilla Manila folder Games. Humanics, 1981



Glue your pictures or decals to cards.

# APPENDIX F

## EXAMPLES OF WORKSHEETS FOR INDIVIDUALIZED ACTIVITIES

# A PICTURE MIX-UP

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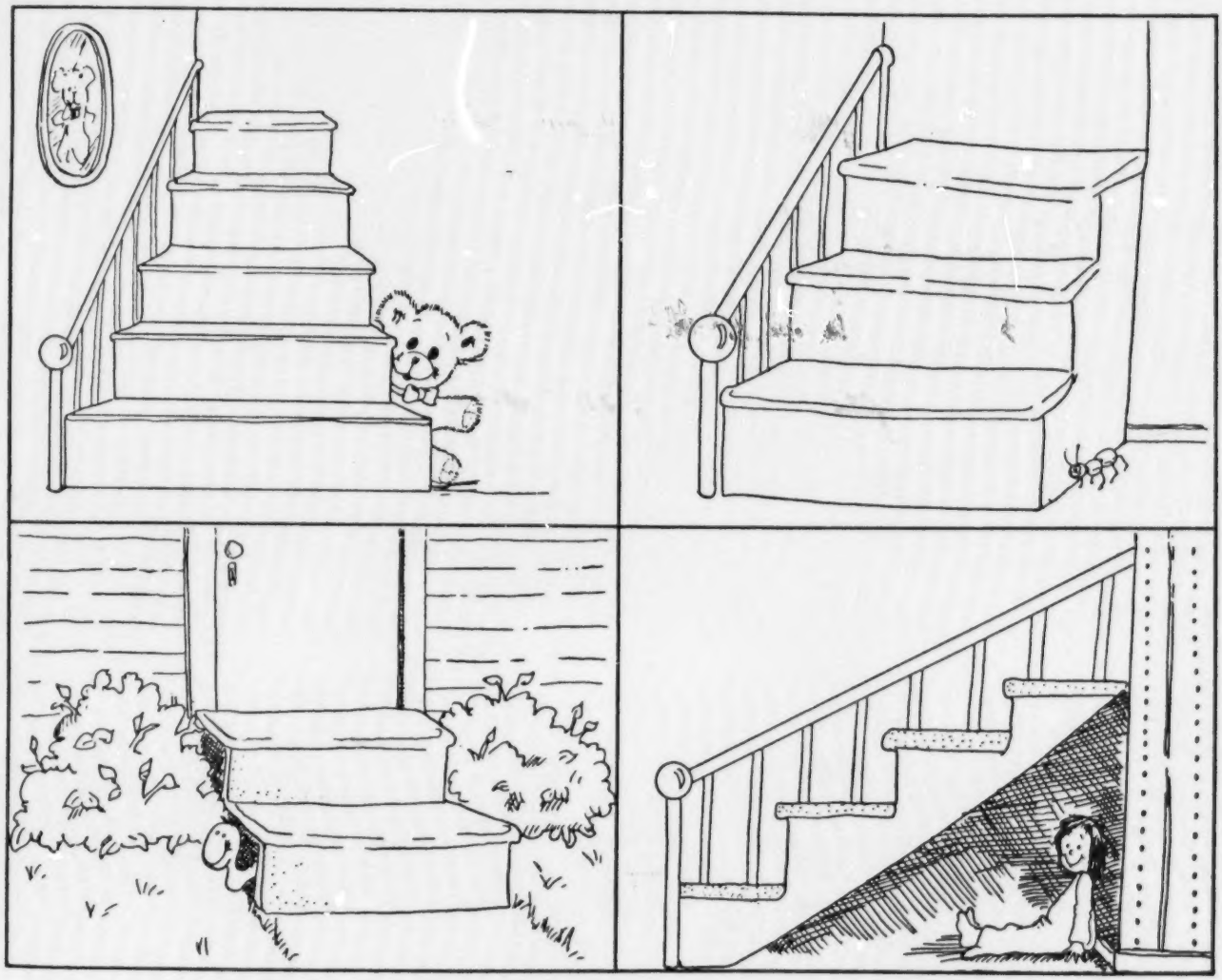
Find and circle 20 mistakes
in this picture.

Forte, Imogene, Think About It!. Incentive Publications. Inc., 1981.

# Who's Hiding Under the Stairs?



Who's hiding under a set of 3 steps?

Who's hiding under a set of 4 steps?

Who's hiding under a set of 2 steps?

Who's hiding under a set of 5 steps?

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Forte, Imogene and Joy MacKenzie, Creative Math Experiences

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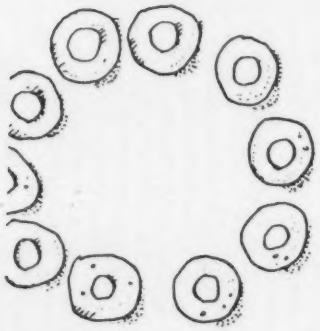
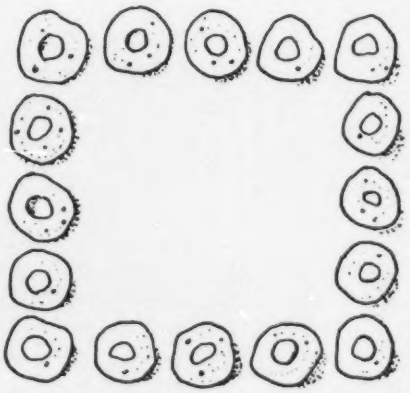
# Great Taste in Shapes

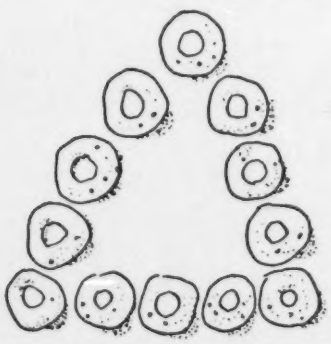
To do this page, you will need a small cup of dry circle-shaped cereal.



Use your cereal to make this shape.
Name the shape.

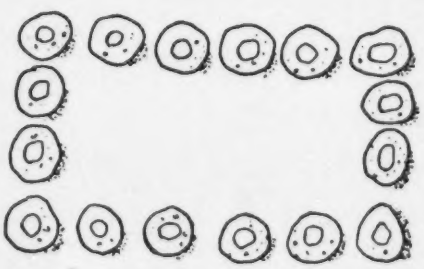
Now make this shape.
Name it.





Can you make this shape?
Circle its name below.

triangle circle square



This shape is a

Make it with your cereal.

Eat the shapes in this order: □ △ ○ ▭

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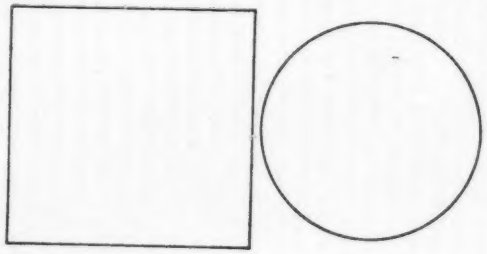
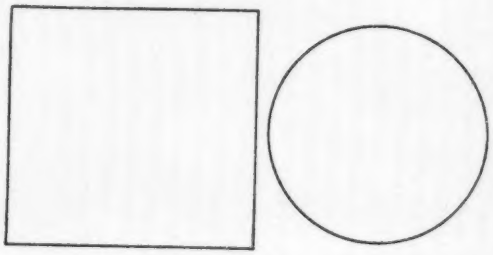
# What Have You Learned?

3



7



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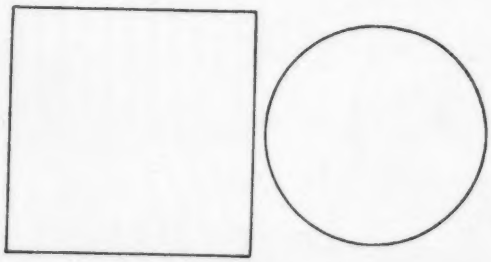

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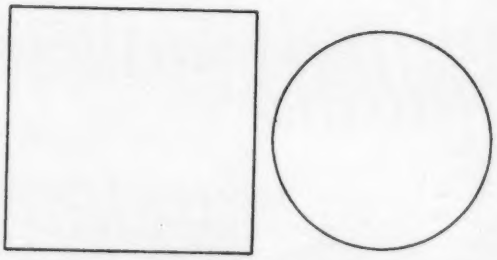
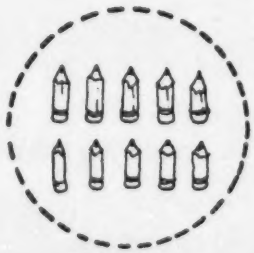


Cut on the dotted lines.
Match the words and pictures with the numerals above and paste each piece in the proper place.

| | |
|---|---|
| three | seven |
| four | ten |





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Forte, Imogene and Joy MacKenzie, Creative Math Experiences